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ABSTRACT

This annotated bibliography is the sixth in a series of monographs documenting the literature in the field of transition from school to work for individuals with disabilities. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC documents, and research reports. The documents cover such topics as job accommodations, assessment techniques, barriers, career development, community integration, curriculum, individualized transition plans, interagency cooperation, job retention, outcomes of education, parent involvement, personnel preparation, social skills, and supported employment. The bibliography listings are organized by entry number, which is linked to author, title, and subject descriptor indexes. The bibliography includes the "OSERS Project Products Listing" which lists, by federal grant competition number, materials produced by projects funded by the Office of Special Education and Rehabilitative Services. The "OSERS Project File Listing" is included to facilitate direct contact with each project. The bibliography also contains a cumulative listing of Transition Institute documents in the ERIC database and a listing of video productions used as transition marketing and information tools. (JDD)

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Annotated Bibliography on Transition from School to Work

Volume 6

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**Annotated Bibliography on
Transition from School to Work
Volume 6**

**Lynda N. Leach
and
Adrienne S. Harmon**

**Transition Institute at Illinois
University of Illinois at Urbana-Champaign**

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PREFACE

This volume of the Annotated Bibliography on Transition from School to Work is the sixth in the series of monographs documenting the literature in the field of transition. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC documents, and research reports. The method of acquisition includes searching computerized databases, journals, article references, bibliographies, association and agency publications, and most important, soliciting from the OSERS-funded projects their reports and products. As in the past, this volume significantly reflects their contributions.

In the case of document abstracts, we try always to use the authors' summary or the ERIC abstracter's words. When not applicable, a brief abstract is provided by the compilers of this bibliography.

The organization of Volume 6 is basically the same as that of the previous volumes. Each document has been assigned an entry number that is linked to the author, title, and descriptor indexes. Each document has also been assigned a set of descriptors and an abstract. Each document citation is intended to contain enough bibliographic information to facilitate finding the item through local library services. A "Guide to Entries and Indexes" has been included to help users identify key document elements. The "OSERS Project Products Listing" allows the user to view at a glance, by competition number, material received from particular projects. Documents that have been contributed by OSERS projects are identified by their competition number and by a number at the end of the citation that corresponds to the "OSERS Project File Listing," which facilitates direct contact with each project. The "Cumulative Listing of Transition Institute Documents in ERIC" includes Transition Institute documents that have been entered into the ERIC data base and are accessible by ED number. This volume also contains an updated "Partial Listing of Video Productions in Transition." As marketing and informational tools, videos have been developed as a supplemental format to present to businesses, parents, professionals, and others concerned with transition.

Our growing database has become a unique resource for documenting state-of-the-art transition products and activities. We would like to thank all of the OSERS projects for responding to our information requests and sharing their products and activities with others concerned with transition.

Lynda Nash Leach
Adrienne Seccia Harmon

GUIDE TO ENTRIES AND INDEXES

Entries

Entry Number _____ 32.

Author _____ Moon, Sherril; Goodall, Patricia;
Barcus, Michael; & Brooke, Valerie
(Eds.) (1985).

Date _____

Title/journal/publisher _____ The supported work model of competitive
employment for citizens with severe
handicaps: A guide for job trainers.
Richmond, VA: Rehabilitation Research
and Training Center, School of
Education, Virginia Commonwealth
University.

See Note below for detail .. (Comp. No. 84.158A - OSERS File No. 32)

Descriptors _____ supported employment / job placement /
vocational evaluation / job coach /
follow-up studies / Virginia /
transition models

Annotation _____ This manual has been developed for
persons who are directly involved in
the placement and training of citizens
with mental retardation into
community-based competitive jobs. The
process which is described and the
corresponding forms which are included
are based on the work in this area done
over the past six years at Virginia
Commonwealth University through Project
Employability and now the
Rehabilitation Research and Training
Center....

NOTE: In the Appendixes, see the Project Products Listing for other
material received by OSERS Projects and the OSERS Project File
Listing for contacting project.

Indexes

Author/Subject/Title _____ Absenteeism - 245
Accommodation - 19, 124, 256, 270,
Entry Number _____ 270, 282, 305, 368, 390
Adaptability skills - 300
Adjustment to disability - 317

ANNOTATED BIBLIOGRAPHY ON TRANSITION

1.
Gillet, Pamela K. (1988).

Career development. Chapter nine. In Greg A. Robinson (Ed.) et al., Best practices in mental disabilities (Vol. 2). (ERIC Document Reproduction Service No. ED 304 837)

success / curricular activities / career development / elementary education / secondary education / curriculum / program development

The career development program for students with mental disabilities should be integrated into the total special education curriculum, should provide training of specific skills needed in particular jobs as well as a general orientation to the world of work, and should relate academics to activities of daily living. The program should begin at the elementary level with emphasis on the meaning of the world of work and the development of social competencies. As the student progresses through junior high and high school, emphasis shifts to a functional, hands-on approach to teach the realistic requirements of jobs. Recommended practices for providing career development are presented. During the elementary years, the focus is on character training, social skill development, and study of job families. Programs for junior high students should focus on an in-depth study of job families, application of academics to job-related activities, evaluation of work interests, gathering of occupational information, etc. The high school program should offer academics related to the functions of daily living, vocational classes, vocational assessment, work experience, seminars, counseling, and transition planning. At each educational level, samples of specific teaching activities are offered for integrated, resource room, and self-contained settings.

2.
Hudson, Pamela J.; Schwartz, Stuart E.; Sealander, Karen A.; Campbell, Pamela; & Hensel, James W. (1988).

Successfully employed adults with handicaps: Characteristics and transition strategies. Career Development for Exceptional Individuals, 11(1), 7-14.

Florida / transition / success / interview method

This Florida study examined individuals with handicaps who have successfully made the transition to work, home, and community environment. Their background is described, the strategies they used to aid transition are identified, and the barriers they encountered are discussed. The results of this study suggest the importance of several components of a successful transition process, such as involvement by educators, reading, mathematics, social skills, and work experience in the school curriculum. Additional research is recommended in several areas of the transition process.

3.
Kaiser, Ann P.; & McWhorter, Celane M. (Eds.) (1990).

Preparing personnel to work with persons with severe disabilities.
Baltimore: Paul H. Brookes Publishing Co.

personnel preparation / severe disabilities / model programs /
supported employment / success /

Individual chapters of this book reflect discussions and best thinking of researchers, teacher trainers, administrators, and parents who attended a conference at Vanderbilt University in 1987 to discuss state-of-the-art practices in personnel preparation for professionals working in the area of severe disabilities. Best practices in early childhood services, quality community care, educational supports and supported employment are described. Three strategies for ensuring the future of personnel preparation emerged across presentations and discussions. They are:

1. Personnel preparation must be made an explicit priority for local, state, and federal funding and program planning;
2. Collaboration is key to all aspects of effective personnel preparation; and
3. Construction and maintenance of long-term systems for ensuring the continued training of professionals in state-of-the-art practices also must be a priority.

4.
Wehman, Paul; & Kreutzer, Jeffrey S. (Eds.) (1990).

Vocational rehabilitation for persons with traumatic brain injury.
Rockville, MD: Aspen Publishers, Inc.

vocational rehabilitation / traumatic brain injury (TBI) /
supported employment / program development / case studies

This book is to describes job placement techniques and vocational rehabilitation for persons who have survived traumatic brain injury. Clinical, personal, and research experiences in supported employment, job placement, and vocational service delivery are presented by leaders in this field, and several examples of "excellent" work re-entry programs are described.

5.
Hoffman, Roger C. (1988).

Transition. Chapter six. In Greg A. Robinsin (Ed.) et al., Best practices in mental disabilities (Vol. 2). (ERIC Document Reproduction Service No. ED 304 834)

interagency cooperation / transition / Iowa

The concept of transition of an individual with a disability from school to adult environments is presented from the perspective of the educator. The educator's role is perceived as:

(a) an "expert" on the needs of individuals with mental disabilities and the barriers they face when they move from the educational environment to the adult environment, and (b) an active member of a team facilitating movement of students. As students end their school programming, they and their parents encounter a confusing and often duplicative array of services, which in some cases meet none of the individual student's needs. Effective transition programming calls for broad levels of cooperation, which can be achieved through joint agreements, development of models of service delivery, legislative mandates, and state transition initiatives. The Iowa Transition Initiative serves as an example of such cooperative programs. Additional components of transition that impact on educators more directly include curriculum, adult services, parent involvement, cooperative efforts guided by the joint agreements, and provision of information about available adult services.

6.

Peterson, Michael (1988).

Vocational assessment of special students for vocational education: A state-of-the art review (Information Series No. 327). Columbus: Ohio State University, National Center for Research in Vocational Education. (ERIC Document Reproduction Service No. ED 296 158)

vocational evaluation / special education / state-of-the-art reviews / program development

This review is intended to assist guidance counselors, vocational and special education teachers, administrators, researchers, and vocational education evaluators in making decisions about implementing or improving vocational assessment programs. In the introduction, the legislative mandate for and history of vocational assessment of special students are discussed. The next section deals with the following service trends affecting vocational assessment in education: vocational evaluation in rehabilitation, the school-to-work transition, functional community-based special education, supported employment, and the Carl D. Perkins Vocational Education Act as it pertains to vocational assessment of special students. Approaches to and the purposes of vocational assessment for vocational education, the theory of environmental adjustment, categories of vocational adjustment information, analysis of vocational programs, and individual vocational profiles and their constructs are covered in an examination of a conceptual framework for decision making in vocational assessment. Criteria for methods and techniques to assess vocational choice, vocational skills and abilities, learning style and potential, and special needs are explained. Specific procedures for using vocational education are discussed as are the implications of and recommendations for vocational assessment. An individual vocational profile and reference list are appended.

7.

Kornblith, Alice B.; La Rocca, Nicholas G.; & Baum, Herbert M. (1986).

Employment in individuals with multiple sclerosis. International Journal of Rehabilitation Research, 9(2), 155-165.

multiple sclerosis (MS) / job retention / demographics

The major objectives of this research were (a) to examine unemployment in the MS population on a national level, and (b) to identify factors that might influence an MS individual's employment status. Data used were from the National Multiple Sclerosis Survey conducted by the National Institute of Neurological and Communicative Disorders and Stroke. Data analysis was restricted to a subset of the sample who had worked at some time in their lives. Of 949 persons, 79.7% were unemployed. While 65.2% had worked at the time of first symptom, only 27.2% were working at the time of the interview, an average of 17 years later. Path analyses revealed the overwhelming importance of mobility for remaining employed, particularly for males. Additional differences found between male and female path models were interpreted in terms of social-role theory.

8.

Lewis, Darrell R.; Bruininks, Robert H.; & Thurlow, Martha L. (1990).

Cost analysis of special schools for students with mental retardation. Journal of Special Education, 24(1), 33-50.

cost effectiveness / special education / program development / resource components paradigm

What does it cost to conduct special schools for youth with moderate and severe mental retardation within an urban public school setting? What resource components contribute most to these costs? And who bears the financial burden of these costs? This article reports (a) some of the issues inherent in addressing these questions and (b) some benchmark cost estimates for two special schools located within a metropolitan area of the Midwest. It also illustrates an accounting framework that individual school districts might want to replicate in assessing service costs and for use in their internal decision making.

9.

Foxx, Richard M.; & McMorrow, Martin J. (1983).

Stacking the deck: A social skills game for retarded adults. Champaign, IL: Research Press.

social skills / curricular activities

The Stacking the Deck Program may be used with any of a number of commercially available table games to teach appropriate social skills to retarded individuals. The program consists of three separate training curricula: general social skills, social vocational skills, and social/sexual skills. Recording forms, scoring guides, and three decks of cards accompany the rules.

10.

Department of Rehabilitation Services. Illinois (1989).

Counselors' policy manual. Springfield: Author.

rehabilitation counseling / Illinois / policy manual

The counselors' manual contains policies and rules based on interpretation of the federal regulations implementing the Rehabilitation Act of 1973, as amended. Chapters cover confidentiality, individualized written rehabilitation programs, support services, performance standards, among others.

11.

Mcdrain, Matthew J.; Coleman, Connie; & Robison, Judy (1989).

Youth in transition: A description of selected transition programs serving adolescents with emotional disabilities. Portland, OR: Portland State University, Research and Training Center on Family Support and Children's Mental Health.

emotional disabilities / model programs / transition

This monograph addresses the transition needs of adolescents with serious emotional disabilities. A variety of programs that serve this population are described in various settings and states. A state index is included.

12.

Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE) (1989).

Support services for LD students in postsecondary education: A compendium of readings (Vol. 2). Columbus, OH: Author.

learning disabilities / postsecondary education / microcomputers / career development / assessment techniques

This compendium includes articles written by numerous professionals on topics such as the transition from high school to college, assessment of students with learning disabilities, programming options and alternatives, academic adjustments, technology, psychosocial issues, and career planning and vocational options.

13.

Baumgart, Diane (1990).

Career education: A curriculum manual for students with handicaps.
Rockville, MD: Aspen Publishers, Inc.

curriculum / career development / vocational evaluation / secondary education

The career exploration and work exploration units of this manual outline goals and objectives to assist teachers in developing integrated school- and community-based secondary vocational programs for students with disabilities. The model relies on ongoing vocational assessment to structure individualized activities that teach age-appropriate, functional employment and job-related social skills in integrated settings. The goals, objectives, and instructional activities have been field tested in rural, urban, and suburban school districts over a four-year period. Forms, lesson plans, and actual examples of student work and adaptations used with students are included in each unit, along with supplemental reading materials to assist the instructional team. The career exploration and work exploration units are designed to be implemented sequentially: information gained by teachers and students in the first unit is meant to contribute to the learning and teaching processes in the next unit. A sample timeline for the curriculum is included in each unit. However, a specific timeline has been intentionally left out because the units can cover from one semester to more than a year. The implementation timeline must be determined initially by the instructional team and adjusted to allow for student progress.

14.

Bradley, Valerie J.; & Bersani, Hank A., Jr. (Eds.) (1990).

Quality assurance for individuals with developmental disabilities: It's everybody's business. Baltimore: Paul H. Brookes Publishing Company.

advocacy / state-of-the-art reviews / human services / program evaluation

This book provides administrators, human service providers, and other professionals interested in protection and advocacy services for persons with disabilities a framework for understanding quality assurance within the context of a decentralized, integrated service system. It offers examples of positive and comprehensive approaches to program monitoring, and highlights the importance of quality assurance as a vehicle for communicating values and programmatic concepts. Two chapters written by self-advocates are included.

15.
Zarkowska, Ewa; & Clements, John (1988).

Problem behaviour in people with severe learning disabilities: A practical guide to a constructional approach. London: Croom Helm.

learning disabilities / behavior modification / assessment techniques

This book is a practical manual for care staff -- residential care staff, teachers, psychologists, nurses, etc. -- engaged in the long-term resolution of behavior problems in people with severe learning disabilities. It is intended to help staff understand the meaning of problem behaviors for the individual and subsequently develop broad-based interventions using a combination of well-established behavioral techniques and innovative ecological approaches. The book emphasizes a team approach and is concerned with organizational systems and ethical issues.

16.
Wehman, Paul; & Schleien, Stuart J. (with a contribution by Ronald P. Reynolds) (1981).

Leisure programs for handicapped persons. Austin, TX: PRO-ED, Inc.

leisure skills / program development / curricular activities

This book provides explicit methods for helping the handicapped take meaningful part in normal and specially adapted recreational pursuits. The programs are for moderately, severely, and profoundly retarded persons, those with cerebral palsy, the seriously emotionally disturbed, and severely sensory-impaired individuals. The activities are sequenced, behavioral, and data based. This book is not an introduction to therapeutic recreation, but a book on how to implement leisure education programs. Teachers and therapists who work with the handicapped will find advice and procedures for preparing IEPs and developing institutional programs for both children and adults.

17.
Jordan, June B. (Ed.) (1989).

1988 special education yearbook. Reston, VA: Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children.

special education / state-of-the-art reviews / statistical data

This 1988 Special Education Yearbook is the third volume in an annual series issued by The Council for Exceptional Children. It serves as a current resource on special education information including federal policy actions; state policy; important reports; statistical data on exceptional students and personnel employed;

and directory listings of key offices, officials, and organizations concerned with special education.

This yearbook is organized into four main sections: General Information Papers, U.S. Statistics on Exceptional Children Served, Annual Awards, and Directory Information. Included in the general information papers is a report on special education in Canada and the future of research in special education.

Over a period of time, the yearbook series will provide a picture of the state-of-the-art and trends in the education of exceptional children and youth. The 1989 Yearbook will update the statistical data and include current reports and position statements on policy, needs, and future directions in the education of the hand'capped and gifted.

18.

Bailey, Thomas (1989).

Changes in the nature and structure of work: Implications for skill requirements and skill formation (Technical Paper No. 9). New York: Columbia University, National Center on Education and Employment.

job skills / labor market / vocational training / technology

This report focuses on the effects of changes in the economy and the workplace in two broad areas. The first requires changes in the skills required on the job. The second is concerned with the institutional process through which these skills are acquired. Research results are discussed and recommendation for policy directions are made.

19.

Illinois Planning Council on Developmental Disabilities (1989).

1990 report to Congress. Springfield: Author.

Illinois / statistical data / barriers / consumer satisfaction / success / state-of-the-art reviews

The Illinois 1990 Report was part of a national effort by all state developmental disabilities councils to gather an unprecedented amount of information about the barriers that face citizens with developmental disabilities when they want services that increase their independence, productivity, and integration into their communities. As mandated by PL 100-46 (DD Assistance and Bill of Rights Act Amendments of 1987), the council has conducted consumer-satisfaction surveys, analyzed the state service system for people with developmental disabilities, and held public forums to obtain public comment and recommendations. Included in the report are best practices in Illinois, consumer surveys (including Hispanic), and critical issues for Illinois citizens.

20.

Conroy, James W.; & Bradley, Valerie J. (1985).

The Pennhurst longitudinal study: A report of five years of research and analysis. (Part A: Executive summary; Part B: The five year longitudinal study of the court-ordered deinstitutionalization of Pennhurst). Philadelphia: Temple University Developmental Disabilities Center. Boston: Human Services Research Institute.

Pennhurst Longitudinal Study / deinstitutionalization / cost effectiveness / policy analysis / follow-up studies

The Department of Health and Human Services decided to support this five-year longitudinal study subsequent to the Halderman v. Pennhurst State School and Hospital case in 1977, which was considered the most far-reaching legal event in the field of mental disabilities. The purposes of the study were:

1. to measure the relative growth of residents in the institution and in the community in order to determine the impact of relocation on mentally retarded persons;
2. to assess the impact of deinstitutionalization on the families of retarded persons and on the communities in which they live;
3. to compare the costs of providing services in the institution to those in community settings;
4. to assess the legal history of the Pennhurst case; and
5. to address significant effects of the implementation of the district court decree.

The study is divided into three major parts: impact on clients and communities, impact on costs, and history and implementation analysis. The Executive Summary (Part A) presents the findings and recommendations of five years of work in the three research areas. The final report (Part B) provides an extensive background on methods and results and includes both the quantitative and qualitative analyses and instruments used.

21.

Turnbull, H. Rutherford, III (1990).

Free appropriate public education: The law and children with disabilities (3rd ed.). Denver: Love Publishing Company.

federal legislation / special education / policy analysis

The purpose of this book is first to introduce the reader to the American legal system and subsequently to free appropriate public education, with a history of the federal legislation. Next, the book analyzes in detail the six principles of special education:

1. zero reject, or the right of every child to be included in a free appropriate publicly supported educational system;
2. nondiscriminatory classification, or the right to be fairly evaluated so that correct educational programs and placement can be achieved;

3. individualized and appropriate education, so that an education can be meaningful;

4. least restrictive placement, so the child may associate with nondisabled students to the maximum extent appropriate for his or her needs;

5. due process, so the child and child advocates may have an opportunity to challenge any aspect of education; and

6. parent participation, so the child's family may be involved in what happens in school.

The last part of the book presents the most common objections to these principles. The book also attempts to answer those objections on two major grounds: the beliefs that support the principles, and the system of values that undergird the principles. Appendices include four cases, EHA definitions, a glossary, and a table of cases.

22.

Horner, Robert H.; Meyer, Luanna H.; & Fredericks, H. D. Bud (Eds.) (1986).

Education of learners with severe handicaps: Exemplary service strategies. Baltimore: Paul H. Brookes Publishing Co.

normalization / community integration / model programs / autism / curriculum / success

This book, directed toward teachers, administrators, parents, and service providers, focuses on innovative curricular strategies for community-referenced education. Discussions of model programs, instructional technology, and recent advances in curricular conceptualization are written by professionals in the field.

23.

Marsh, Gayle G.; Ellison, George W.; & Strite, Carolyn (1983).

Psychosocial and vocational rehabilitation approaches to multiple sclerosis. Annual Review of Rehabilitation, 3, 242-267.

multiple sclerosis / vocational rehabilitation / psychosocial rehabilitation

Multiple sclerosis provides a paradigm for chronic diseases and all their accompanying adjustment problems. Prior to 1972, the primary treatment program for MS was medical in nature. Little attention was directed toward the psychological adjustment or the psychosocial needs of individuals with MS and their families. As of 1983, there were three MS comprehensive care programs in operation in the United States. These programs provided education as well as psychosocial support. Innovative rehabilitative services are essential to the vocational rehabilitation of individuals with MS.

24.

Siegel, Shepherd (1988).

The Career Ladder Program: Implementing Re-ED principles in vocational settings. Behavioral Disorders, 14(1), 16-26. (Comp. No. 84.158L - OSERS File No. 172)

Career Ladder Program / emotional disabilities / California / transition

Youths in transition and in programs that address special needs such as mild handicaps and emotional disturbance are often the defining members of a discordant ecosystem. Employment and employer behavior play a crucial role in any successful transition from school to independent adult life. The Career Ladder Program utilizes principles from Re-ED such as team building, affective education, ecosystematic intervention, and long-range enablement planning to address the issues faced by these young people and to facilitate successful transitions. This article outlines some of the relevant principles, dynamics of the transition experience, and examples of how the principles are actually applied.

25.

Siegel, Shepherd; Robert, Matt; Waxman, Michele; & Gaylord-Ross, Robert (n.d.).

A follow-up study of participants in a longitudinal transition program for youths with mild handicaps. San Francisco: San Francisco State University, Department of Special Education. (Comp. No. 84.158L - OSERS File No. 172)

follow-up studies / Career Ladder Program / mild disabilities

Follow-up data were reported from a transition program for youths with mild handicaps. The program had an intensive postsecondary component for the 94 former students who had exited over a four-year period. A number of quantitative measures indicated a substantial employment rate, positive reports of job changes, participation in continuing education, and some access to benefit packages. The employment and educational indicators showed that program graduates had superior outcomes compared to a national sample cited in the report. Still, participants had stabilized at an entry level of work participation. Their advances in postsecondary education were nominal. Results were interpreted with respect to program efficacy, de-skilling of the workforce, and the need for further training and assistance. Finally, the case for cultivating long-term relationships between service providers and youths with mild handicaps received some supports.

26.

O'Reilly, Fran E. (1989).

State special education finance systems, 1988-89. (Washington, DC): National Association of State Directors of Special Education, Inc.

special education / school finance systems / directories

This state-by-state directory describes each state's approach to funding educationally related services for children with handicaps. Included are descriptive abstracts as well as funding formulae, the relationship between general and special education funding programs, and contact persons in each state.

27.

White, Warren (1987).

Transition assessment in rural areas. Diagnostique, 12(3-4), 185-191.

rural areas / transition / mild disabilities / success

This article describes some of the current transition issues facing teachers and educational diagnosticians who work in rural settings. Three major barriers to successful assessment and programming are discussed: financial factors, human factors, and visibility. Finally, several suggestions are offered that may help individuals seeking to implement a transition assessment and programming component in a rural district.

28.

Dixon, Virginia L.; & Greenburg, David E. (1984-1985).

Assessment in special education: Administrators' perspectives. Diagnostique, 10(1-4), 161-175.

special education / assessment techniques / CASE (Council of Administrators of Special Education, Inc.)

This article provides special education administrators' perspectives of assessment across all exceptionalities. Historical and current practices are outlined as they pertain to PL 94-142. Recommendations are made for future practices.

29.

Winking, Deborah L. (1988).

Supported employment in Illinois: Compendium of program profiles, 1987-1988. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute, Illinois Supported Employment Project.

supported employment / Illinois / directories

The Compendium of Program Profiles presents a comprehensive view of the 48 programs currently participating in the Illinois supported employment initiative. The information and descriptive data included were obtained through responses to the Program Characteristics Questionnaire, an instrument adapted from the Project Characteristics Questionnaire (Dowling & Hartwell, 1987). Supplemental information was gathered through site visits by technical assistance staff, monthly data forms submitted by all funded programs, and profiles from the previous year.

The profiles describe programs in terms of purpose, current focus of programmatic activity, geographic area served, and program-developed products.

This Compendium is compiled and published annually by the staff of the Illinois Supported Employment Project. It is intended as a reference for program coordinators, state department personnel, and others interested in replicating integrated employment programs for individuals with disabilities.

30.

Viadero, Debra (1990, September 12).

Policymakers are turning their attention to the transition from special education. Education Week, pp. 1, 26.

federal legislation / transition / individual education plan (IEP)

This article describes briefly national transition initiatives including descriptions of demonstration projects' results, and interviews with clients and professionals in special education. The importance of getting the transition plan written into the individualized education plan is stressed as a means of facilitating postschool integration into employment and society.

31.

Sarrett, Sheila (n.d.).

Awarding exemplary status. Albertson, NY: PEER Regional Network, Human Resources Center.

PEER Regional Network (Programs That Are Exemplary in Education and Rehabilitation) / program evaluation / New York

This paper outlines the process of evaluating and awarding exemplary status to programs focusing particularly on transition and supported employment. Included are press releases of programs receiving awards, program descriptions, and itemized questions about the PEER selection process.

32.

Neel, Richard S.; Meadows, Nancy; Levine, Phyllis; & Edgar, Eugene B. (1988).

What happens after special education: A statewide follow-up study of secondary students who have behavioral disorders. Behavioral Disorders, 13(3), 209-216.

outcomes of education / special education / behavioral disorders / Washington

Several follow-up studies have been conducted of students who have exited special education programs. These studies raise an interesting question: How well have special education programs prepared the youth they were designed to serve? This study reviews findings concerning the postschool adjustment of 160 students who were labeled behaviorally disordered at graduation from public school in the state of Washington between 1978 and 1986. Tables with job titles and salaries are included.

33.

Governor's Planning Council on Developmental Disabilities (1987).

A new way of thinking. St. Paul: State of Minnesota, State Planning Agency, Governor's Planning Council on Developmental Disabilities.

Minnesota / human services

This informational brochure is geared toward introducing the general public to the history of services for the developmentally disabled, individuals impacted by these services, and what Minnesotans can do to support community integration policies.

34.

Lagomarcino, Thomas Robert (1989).

Assessing the multidimensional nature of integration in employment settings. Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.

supported employment / community integration / Employment Integration Index

The purpose of this dissertation was to develop an instrument, the Employment Integration Index, to measure the degree to which employees with disabilities were integrated into community settings. The instrument included the following dimensions: (a) Physical Integration, (b) Social Integration, and (c) Organization Integration. A total of 191 individuals with severe disabilities in 101 supported employment settings were assessed using the instrument. The results indicated that the Employment Integration Index provided a reliable means of measuring the degree to which

persons with disabilities are integrated into the workplace across these three dimensions. A series of validity studies revealed significant differences between level of employment integration and selected employment-related variables: (a) level of mental retardation, (b) placement type, (c) occupational areas, and (d) level of employment specialist involvement. Results also indicated positive correlations between employment integration and number of hours worked per month and hourly wage. The implications of this investigation and future research directions are discussed.

35.

Seidman, Edward (Ed.) (1983).

Handbook of social intervention. Beverly Hills: SAGE Publications.

social support / quality of life / human services

This volume provides an assessment of social intervention and future development written by nationally recognized scholars and scientists in their respective areas. More specifically, the aims of this handbook are (a) to portray the current nature, status, and appraisal of planned and unplanned social and community change; (b) to review the history of social change efforts, as well as to describe and discuss the conceptual models, strategies, and tactics of social intervention; (c) to explicate and analyze research design, assessment, and measurement issues as they pertain to social and community interventions; and (d) to explore several other related social intervention issues.

36.

Meyer, Luanna H.; Peck, Charles A.; & Brown, Lou (Eds.) (1991).

Critical issues in the lives of people with severe disabilities. Baltimore: Paul H. Brookes Publishing Co.

TASH (The Association for Persons with Severe Handicaps) / community integration / federal legislation / state-of-the-art reviews / special education / advocacy

The many authors who contributed to the writing of this book provide a state-of-the-art review on critical issues for people with severe disabilities. Topics include functional assessment, community integration and normalization, supported employment, recreation and leisure, social skills, family involvement, personnel preparation, and recommendations for future directions in policy and research. Each of the six topical sections begins with a listing of the relevant TASH resolutions addressing components of that topic. In each section, the resolutions are then followed by one or more review chapters providing comprehensive summaries of empirical research and theory regarding strategies to achieve the goals they describe.

37.

Schalock, Robert L. (Ed.) (1990).

Quality of life: Perspectives and issues. Washington, DC:
American Association on Mental Retardation.

quality of life / community integration / program evaluation /
human services

Contributors to this book look at quality-of-life issues for people with mental retardation from the perspectives of the individual, the service delivery component, assessment and measurement, and future policies. Advances in consumer-satisfaction research, program-evaluation methodology, assessment of quality of life and life satisfaction, social ecology, and theories of personal-environmental transactions all play a part in answering and defining quality-of-life questions and issues.

38.

Cipani, Ennio (Ed.) (1989).

The treatment of severe behavior disorders: Behavior analysis approaches (Monographs of the American Association on Mental Retardation, 12). Washington, DC: American Association on Mental Retardation.

behavior modification / state-of-the-art reviews

This monograph serves as a sourcebook for personnel in the field dealing with behavior problems. It covers a wide variety of behavioral approaches to the treatment of aberrant behavior. Developing technologies are presented and reviewed as are updates on future research and programming efforts and procedures.

39.

Turnbull, H. Rutherford, III (Ed.); Ellis, James W.; Boggs, Elizabeth M.; Brooks, Penelope O.; & Biklen, Douglas P. (1981).

The least restrictive alternative: Principles and practices. Washington, DC: American Association on Mental Deficiency, Inc., Legislative and Social Issues Committee, Task Force on Least Restriction.

least restrictive environment (LRE) / state-of-the-art reviews

The purpose of this AAMR document is to discuss the least restrictive alternative (LRA) in the context of other principles that affect mentally retarded persons' lives and mental retardation professionals' activities. They include, among others, "normalization," "individualization," "equal protection," "due process," "right to choose," "right to treatment," and "right to refuse treatment." Dilemmas and issues concerning LRA are presented, as well as criteria for decision making.

40.

Smith, Marcia Datlow (1990).

Autism and life in the community: Successful interventions for behavioral challenges. Baltimore: Paul H. Brookes Publishing Co.

autism / behavior modification / community integration

This book is aimed at parents, teachers, supervisors, and direct care staff who are involved in providing care and services to people with autism. The purpose is to provide a comprehensive treatment of behavior management for people with autism. The process for assessing behavior problems and for developing intervention plans in integrated community settings is covered. The strategies, cases, and data are based on the author's experiences over a 10-year period.

41.

Gartner, Alan; Lipsky, Dorothy Kerzner; & Turnbull, Ann P. (1991).

Supporting families with a child with a disability: An international outlook. Baltimore: Paul H. Brookes Publishing Co.

cultural differences / family involvement / advocacy / human services

This book is a result of "A Cross-Cultural Conference on Supports for Families with a Child with a Disability," held at the Johnson Foundation's Wingspread Conference Center in Racine, Wisconsin, June, 1988. The goals of the conference and the focus of the book

are to examine the concept of family support in a cross-cultural and cross-national context and to present its characteristics, comparing and contrasting developments in the nine participating countries. Discussions include financial assistance, education, employment, housing, recreation, respite care, disability rights, legislation, and the need for collaborative services.

42.

Edgerton, Robert B.; & Gaston, Marcia A. (Eds.) (1991).

"I've seen it all!": Lives of older persons with mental retardation in the community. Baltimore: Paul H. Brookes Publishing Co.

older adults / case studies / community integration / deinstitutionalization

This book documents the life histories of nine adults with mental retardation who have lived independently in the community for 30 years or more. The anthropologists who contributed to this work based their studies on unobtrusive observation, intimate conversation, and frequent personal contact with the nine

participants. From these observations, detailed portraits emerge of each person's background, family history, years in an institution, and present-day life.

43.

Kiernan, William E.; & Ciborowski, Jean (n.d.).

Employment survey for adults with developmental disabilities.

Washington, DC: National Association of Rehabilitation Facilities.

data analysis / competitive employment / job retention

As a means of documenting the numbers of employed adults with developmental disabilities, the Developmental Evaluation Clinic of Boston Children's Hospital conducted a survey of 1,629 agencies, facilities, and organizations throughout the U.S. Results from this survey serve to confirm other data showing that the move to a competitive employment setting for the adult with developmental disabilities is both realistic and financially sound.

44.

National Association of Rehabilitation Facilities (1989).

Exemplary supported employment practices. Washington, DC: Author.

success / Supported Employment Quality Indicators Profile / supported employment / model programs

The primary purposes of this publication are to present information on (a) some of the best outcomes for persons with severe disabilities, and (b) the conditions under which these outcomes were achieved. Model programs are described and conclusions are presented. The instrument, Supported Employment Quality Indicators Profile, is included.

45.

National Association of Rehabilitation Facilities (1989).

Supported employment in context: NARF's National Scope Supported Employment Survey and policy implications. Washington, DC: Author.

supported employment / data analysis / policy analysis

This report contains the results of an in-depth survey of 2034 organizations that were either providing or planning to provide supported employment. Demographics, types of placements (e.g., enclave, mobile work crew), funding arrangements, wages, cost effectiveness, are reported. Implications of the study are discussed. A glossary and survey instrument are included.

46.

National Association of Rehabilitation Facilities (1990).

1990 supported employment resource guide. Washington, DC: Author.

supported employment / literature reviews

This resource guide includes an updated listing of supported employment projects and personnel, a section on audio-visual materials, a listing of newsletters, and an updated bibliography of references on such topics as marketing, job accommodation, disincentives, quality of life, assessment, models, and transitional programming.

47.

Mason, Christine Y. (1990).

The role of voluntary self-assessment in quality assurance.

Washington, DC: National Association of Rehabilitation Facilities.

supported employment / program development / program evaluation / success

This monograph is one of three management monographs developed by NARF has developed to meet the needs of executive directors and program level managers who are developing and expanding their supported employment services. The other two management monographs are: Effective Management of Supported Employment and Consumer Choice and Satisfaction [see the following two entries]. All three publications combine up-to-date information with concrete suggestions for action.

48.

Mason, Christine Y.; Beziat, Chip; & Jaskulski, Tecla (1990).

Effective management of supported employment. Washington, DC: National Association of Rehabilitation Facilities.

supported employment / program development / program evaluation / success

The purpose of this management document is to help agencies adapt to supported employment by considering the broader context of management effectiveness, including management of both the timing and the processes used in facilitating change. It is designed to assist rehabilitation providers with a systematic evaluation of their administration of supported employment. The monograph also provides examples of effective strategies for supervising staff, negotiating with funding agencies, and allocating resources. A Supported Employment Self-Diagnosis checklist is included along with references.

49.

Mason, Christine Y. (1990).

Consumer choice and satisfaction. Washington, DC: National Association of Rehabilitation Facilities.

consumer satisfaction / Consumer Job Satisfaction Scale

This document is based on direct experiences measuring consumer choice and satisfaction and provides guidelines for conducting the Consumer Job Satisfaction Scale, available from NARF for field testing.

50.

McCaughrin, Wendy B.; & Rusch, Frank R. (1990).

Supported employment in Illinois: A benefit-cost analysis during the first two years (Vol. 7.). Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

supported employment / Illinois / cost effectiveness

This monograph tracks the benefit-cost analysis of supported employment projects in Illinois through their second year of operation (July 1, 1987-June 30, 1988) and represents a beginning of the task of understanding the value of supported employment programs. Data were obtained from several sources: (a) the Illinois Supported Employment Program (ISEP) database developed and maintained by the University of Illinois at Urbana-Champaign; (b) Department of Mental Health and Developmental Disabilities; (c) Governor's Planning Council on Developmental Disabilities; and (d) the Illinois branch of the U.S. Department of Labor. Appendixes include the Worker Characteristics Evaluation form, Benefit Cost Analysis, Job Coach/Co-Worker Involvement forms, and the Job Separation forms. Raw data for each of the 519 supported employees are also included.

51.

Williams, Judith K. (Rippy) (1989).

A survey of postsecondary education opportunities offered by Illinois public community colleges for persons previously enrolled in special education programs. Unpublished master's thesis, Southern Illinois University, Carbondale.

Illinois / postsecondary education

This study surveyed public community colleges in Illinois to ascertain their policies, services, adaptations, and accommodations for persons with disabilities. Results are presented.

52.

U.S. Department of Education. Division of Innovation and Development. Office of Special Education Programs. Office of Special Education and Rehabilitative Services (1988).

Tenth annual report to Congress on the implementation of the Education of the Handicapped Act. Washington, DC: U.S. Government Printing Office.

federal legislation / special education

This report contains data and descriptions related to the activities that the Department of Education has undertaken to provide appropriate education for all children with handicaps.

Chapter I provides national statistics on numbers of children receiving special education and related services, numbers of children with handicaps receiving special education in various settings, and the numbers of school personnel available and needed to provide such services.

Chapter II presents a discussion of the circumstances under which students with handicaps exit from school, such as graduating, reaching maximum age, or dropping out. The chapter contrasts data for students with handicaps with data for nonhandicapped students.

Chapter III focuses on the provision of services to infants, toddlers, and preschool children with handicaps. Extensive information is provided regarding the activities of the various discretionary and entitlement programs with regard to young children.

Chapter IV responds to the mandate to provide the results of OSEP monitoring of the State administration of EHA. In addition, it provides the results of projects funded under the State/Federal Evaluation Studies Program. Descriptions of ongoing congressionally mandated studies are also included.

53.

Foss, Paula D. (1990).

Transition from school to community: What works for students with disabilities? Identification and evaluation of essential elements for building effective transition models. Unpublished manuscript, University of Central Florida, College of Education.

BEST Program (Brevard's Exceptional Students in Transition) / Florida / mild disabilities / program evaluation

This paper outlines and assesses the development, implementation, and relative effectiveness, at the end of one year, of a vocational training and transition planning program for students with mild disabilities in the Brevard County School District. Results show successful implementation of the program in all five participating schools. Implications for the future, as the program begins a second year, are identified by way of the program evaluation.

54.

Slovak, Irene (Ed.) (1990).

BOSC directory: Facilities for learning disabled. 1990 edition.
Congers, NY: BOSC Publishers.

learning disabilities / directories

This directory is targeted to parents and professionals who are involved in the process of selecting schools, facilities, or independent living programs for learning disabled children. The contents of this monograph are arranged by state and include an index of facilities for people over 21. Many of the other problems often faced by parents and professionals are addressed by 11 articles written by professionals in the field. Topics include ways of getting the youngster ready for a new facility and selecting a psychiatrist, psychologist, optometrist, and dentist.

55.

Ashton-Shaeffer, Candace; Malik, Patricia Barrett; Hood, Colleen Deyell; Kleiber, Douglas A.; & Lee, Laura L. (1990).

Community integration, community adjustment and personal development of young adults with mental retardation: An annotated bibliography 1980-1990. Champaign: University of Illinois, Office of Recreation and Park Resources, Department of Leisure Studies, Cooperative Extension Service.

community integration / literature reviews

A number of categories, such as deinstitutionalization, transition to adulthood, attitudes, educational strategies, behavior management, community residential placement, and employment, are included in this compilation of journal references with abstracts.

56.

West, Lynda L. (1989).

Functional curriculum for transition: A resource guide. Columbia: University of Missouri-Columbia, College of Education.

curriculum / transition / functional assessment

This guide is designed to provide the reader with information necessary to adapt or develop a functional curriculum for children and youth who display academic difficulties. An overview of functional curriculum is provided, along with specific details of its components and suggestions on how to develop a functional curriculum. The guide can also be used as a reference to educational programs that may already be functional in nature. Appendixes include forms for the IEP, IVEP, student job match, job analysis, home leisure activities survey, parent transition questionnaire, and a list of publishers.

57.

Illinois State Board of Education (1990).

Exit patterns and placement practices among Illinois' special education joint agreements and districts for 1987-88. Springfield, IL: Author.

Illinois / special education / data analysis / outcomes of education

This report is based on recently completed analyses of data reported to the State Board of Education by school districts and joint agreements (special education service units) on placements of children and youth with handicapping conditions in education settings and the modes of exits by which students receiving specialized instruction left the educational system in the 1987-88 school year. Data from the 1987-88 school year were selected for analysis.

Although exit and placement data have been reported to the agency for many years, the analyses presented in this report are the first provided by the Department of Special Education on variations among the special education service units in student exit patterns and placement practices.

58.

Sitlington, Patricia L.; & Malouf, David (November, 1982).

Preservice personnel preparation programs in career/vocational programming for the special needs learner. Exceptional Educational Quarterly, 17-24.

personnel preparation / vocational special needs education

This article discusses concerns, guidelines, and trends in programming for special needs learners. Apparently, programs are responding to the needs of the field with a variety of program design and implementation options.

59.

Zencius, Arnie H.; Davis, Paula K.; & Cuvo, Anthony J. (1990).

A personalized system of instruction for teaching checking account skills to adults with mild disabilities. Journal of Applied Behavior Analysis, 23(2), 245-252.

curriculum / mild disabilities / monetary skills

This study evaluated the efficacy of a personalized system of instruction to teach checking-account skills to persons with mild disabilities. Using a self-paced manual, eight participants in two groups were taught to write checks, complete deposit slips, and reconcile monthly bank statements. Four participants assessed for generalization from the classroom to community sites demonstrated

nearly perfect performance. A multiple-probe design showed that acquisition occurred sequentially for each skill only after training using the self-paced manual. Follow-up sessions demonstrated that participants maintained the checking-account skills. The results provide evidence of the effectiveness and adaptability of a personalized system of instruction for teaching complex monetary skills to persons with mild disabilities.

60.
Parsons, Marsha B.; Reid, Dennis H.; Reynolds, Jerry; & Bumgarner, Merle (1990).

Effects of chosen versus assigned jobs on the work performance of persons with severe handicaps. Journal of Applied Behavior Analysis, 23(2), 253-258.

severe disabilities / job performance / choice behavior

The effects of several choice-related variables on the work performance of adults with severe handicaps were evaluated. After assessing client work preferences, three choice-related situations were presented: (a) providing clients with the opportunity to choose a work task, (b) assigning a preferred task, and (c) assigning a nonpreferred task. Results indicated that clients attended to work tasks almost twice as much when they chose their tasks and when assigned to work on preferred tasks versus when assigned to work on nonpreferred tasks. Results are discussed in terms of the need to assess systematically the effects of choice-related variables.

61.
Horton, Betty T. (Ed.) (1989).

Career-Transition Institute training manual. Lawrence: University of Kansas, Department of Special Education.

training manual / transition / personnel preparation / Kansas

The training reflected in this manual is designed to fulfill critical competencies for the professionals involved in planning and delivering career-transition services to adolescents with disabilities. To enable participants to bridge the gap from theory to practice, a problem-solving approach with a correlated case study provides school psychologists, vocational counselors, work-study coordinators, teachers, and special education supervisors with opportunities to practice transferring the "best practices" in career-transition to practical "real world" situations.

The training sessions present the career-transition process as a future-oriented approach to prepare adolescents to meet specific and general adult skill and role demands. This approach is based on the "next environment" strategy. Consequently, the focus of programming involves environmental and individual assessment to

determine what skills are needed, how they will be acquired, and in what environments they will be performed.

Included in the appendixes are a participant study guide and professional competencies from the Career-Transition Institute.

62.

Sitlington, Patricia L.; Frank, Alan R.; & Carson, Rori (1990).

Iowa Statewide Follow-up Study: Adult adjustment of individuals with mild disabilities one year after leaving school. Des Moines: Iowa Department of Education.

Iowa / follow-up studies / mild disabilities

This study investigated the adult adjustment of a statewide random sample of 737 individuals with learning disabilities, 59 individuals labelled behaviorally disordered, and 142 individuals labeled mentally disabled, all graduates of special education resource teaching programs. Results are reported in terms of: (a) general status information, such as marital status and living arrangements; (b) information about those competitively employed, such as wages, hours worked per week, and percent of living expenses paid; and (c) comparison of competitively employed vs. unemployed individuals, in terms of high school vocational training and work experiences. Information is also provided on the postsecondary education and training of those interviewed, as well as their overall "successful" adult adjustment. Data are compared across the three disability areas and across gender, where relevant.

63.

Sitlington, Patricia L.; Frank, Alan R.; & Carson, Rori (1990).

Iowa Statewide Follow-up Study: Adult adjustment of individuals with behavior disorders one year after leaving school. Des Moines: Iowa Department of Education.

Iowa / follow-up studies / behavioral disorders

This study investigated the adult adjustment one year after leaving school of 130 individuals with behavioral disorders who had been graduated from special education programs throughout the state of Iowa in the classes of 1985 and 1986; the adult adjustment of 70 dropouts from these same classes was also assessed. General adjustment areas investigated included: living arrangements, leisure activities, mechanisms used to cope with personal problems, and difficulties with law enforcement agencies. Percent employed, location of employment, hours worked, wages, status of job, fringe benefits, and source of help in finding a job are also reported. Employed versus unemployed individuals are compared in terms of gender, type of vocational training received in high school, and paid employment during high school. Individuals were also asked to rate their high school experiences relative to their usefulness in preparing them for various facets of adult life. All results are

reported separately for graduates and dropouts and for students in resource teacher programs versus the more restrictive program models of special class with integration, special class with little integration, and self-contained special class.

64.

Gaylord-Ross, Robert; Siegel, Shepherd; Park, Hyun-Sook; Sacks, Sharon; & Goetz, Lori (Eds.) (1990).

Readings in ecosocial development. San Francisco: San Francisco State University.

social ecology / state-of-the-art reviews

This volume of readings on an array of ecosocial variables and interventions is organized into six sections. It contains articles and book chapters on (a) Background; (b) Student Centered Variables: Assessment; (c) Student Centered Variables: Interventions; (d) Program-Centered Variables; (e) System-Centered Variables; and (f) Research Methodology.

65.

Anderer, Stephen J. (1990).

Determining competency in guardianship proceedings. Washington, DC: American Bar Association.

guardianship / competency standards

This monograph provides a framework to assist lawyers and judges in critically evaluating evidence in light of the statutory standards for making competency determinations. It also is intended for use by mental health professionals, legislators, and policymakers in determining sound evaluation standards and practices.

66.

Wilson, Phil (1990).

A descriptive analysis of OSERS Competition Number 84.128.A (Priority Three): "Transition from School or Institution to Work." Unpublished manuscript, University of Illinois, Transition Institute at Illinois, Champaign.

competition analysis / model programs

This paper analyzes the demographic characteristics of model-program participants, project goals, and outcomes in relation to OSERS guidelines in the competition application. Project continuation, dissemination, and replication activities are summarized. Barriers to achieving desired outcomes and model program replication reported by projects are identified.

67.

Gonzalez, Patricia A. (n.d.).

An analysis of Federally Funded Model Programs for Enhancing Postsecondary Options among Youths with Disabilities (CFDA 84.023G). Unpublished manuscript, University of Illinois, Transition Institute at Illinois, Champaign.

competition analysis / model programs

This paper describes the demographic characteristics, purposes, activities, outcomes, and barriers associated with these model projects. Analyses of these variables are reported and discussed in relation to seven primary research questions:

1. What were the demographic characteristics of the 84.023G projects?

2. Did the purposes of the competition, as expressed in the OSERS Request for Proposal (RFP), match those expressed by the individual projects in their final report?

3. Were the activities proposed in the OSERS RFP actually conducted by the individual projects?

4. Were the activities outlined in the project proposals actually conducted?

5. Did the achieved outcomes, as described in the final reports, match the desired outcomes expressed by OSERS in the RFP?

6. Were the anticipated outcomes described in the project proposals actually achieved?

7. What barriers (if any) to achieving the anticipated outcomes were reported by the 84.023G projects?

68.

Enchelmaier, John F. (1990).

Descriptive analysis of Competition 84.078 C: Post Secondary Education Programs for Handicapped Persons - Demonstration Projects. Unpublished manuscript, University of Illinois, Transition Institute at Illinois, Champaign.

competition analysis / model programs

In 1985, the Office of Special Education and Rehabilitation Services funded 14 projects under the Postsecondary Education Programs for Handicapped Persons (CFDA 84.078C) competition. Projects were subjected to descriptive analytic techniques to develop profiles of program demographics, purposes, activities, outcomes, and barriers to effectiveness. Findings indicated the development of a wide variety of programs across two broad dimensions: support structures in postsecondary formal college level programs and those involved with the assessment, vocational training, placement and employment support dimension. A number of programs combined elements of both dimensions. Projects were largely in conformity with the OSERS guidelines, but because of the broadness of the competition parameters, considerable variation in

interpretation of competition objectives was observed. Outcomes resulted in the development of model programs for support based upon innovative curricula, application of computer technology, models of peer support, assessment training and placement services, and the development of some limited consortium functions. Extensive dissemination of materials to provide information regarding projects also occurred. Major barriers to project effectiveness included resources (both financial and personnel), lack of adequate time for planned activities, and the setting of unrealistic goals. This paper calls for narrowing competition parameters as a means of better focusing future competitions and a research base to improve dissemination of model project information.

69.

Faas, Larry A.; D'Alonzo, Bruno J.; & Stile, Stephen W. (1990).

Personality patterns of successful and unsuccessful adults with learning disabilities. Career Development for Exceptional Individuals, 13(1), 1-12.

learning disabilities / adults / outcomes of education / personality traits

The purpose of this research is to address the unemployment/underemployment issue for adults with learning disabilities by examining predictability of nonschool-related factors (e.g., personality, student ability level). Of variables examined, Verbal IQ was clearly the best predictor of post high school employment success. Among personality types, persister base was a significant predictor. Exploratory use of the Process Communication Model and Personality Pattern Inventory appears to provide a viable basis for increasing understanding of students and adults with learning disabilities.

70.

Halpern, Andrew S. (1990).

A methodological review of follow-up and follow-along studies tracking school leavers from special education. Career Development for Exceptional Individuals, 13(1), 13-27.

follow-up studies / special education / outcomes of education / literature reviews

This article analyzes existing literature with the goal of identifying appropriate guidelines for conducting future follow-up or follow-along studies of special education students in transition from school into adult communities.

71.

Szymanski, Edna Mora; Hanley-Maxwell, Cheryl; & Asselin, Susan (1990).

Rehabilitation counseling, special education, and vocational special needs education: Three transition disciplines. Career Development for Exceptional Individuals, 13(1), 29-38.

rehabilitation counseling / special education / vocational special needs education

This paper explores the involvement of three key professions, rehabilitation counseling, special education, and vocational special needs education, in providing transition services. A brief review of background and recent changes in employment preparation of students with disabilities is followed by descriptions of the three professions and their involvement in this area. Finally, recommendations for a three-level transdisciplinary approach to service delivery is presented.

72.

Appell, Mel (1990).

A study of the field and student initiated research transition applications -- FY'89. Career Development for Exceptional Individuals, 13(1), 39-44.

research analysis / transition / Office of Special Education Programs (OSEP)

This review of the 1989 Student Initiated Research (SIR) and Field Initiated Research (FIR) transition proposals represents an attempt to better understand the worth of the research effort -- its usefulness and practical value in terms of the transition from school to work. Professionals in the field of transition for people who are handicapped should gain a better understanding of whether their transition proposals support the needs of these people and whether their efforts are viable in these open competitions.

73.

Miller, Robert J.; La Follette, Marsha; & Green, Kathy (1990).

Development and field test of a transition planning procedure -- 1985-1988. Career Development for Exceptional Individuals, 13(1), 45-55.

Transition Planning Procedure (TPP) / individualized transition plans (ITP) / Iowa / program development

The purpose of this transition study was to develop a planning procedure designed to increase the opportunity for students in secondary special education programs to be referred to and receive appropriate community services after graduation.

74.

Steere, Daniel E.; Wood, Robin; Panscofar, Ernest L.; & Butterworth, John, Jr. (1990).

Outcome-based school-to-work transition planning for students with severe disabilities. Career Development for Exceptional Individuals, 13(1), 57-69.

outcome-based planning / severe disabilities / quality of life / individualized transition plans (ITP)

This article describes a planning process that involves clarification of individualized outcomes that serve as a major guide in transition planning and subsequent employment processes. Outcome-based planning, which is concerned with quality-of-life outcomes or life-long goals, provides a framework for the development of an Individualized Transition Plan (ITP), which focuses on graduation goals, and an Individualized Education Program (IEP), which focuses on annual goals and subordinate objectives.

75.

Bullis, Michael; & Egelston-Dodd, Judy (1990).

Priorities in the school-to-community transition of adolescents who are deaf. Career Development for Exceptional Individuals, 13(1), 71-82.

hearing impairments / transition / barriers / research reports

The study presented in this article sought to identify specific problems to guide efforts to improve transition services for students who are deaf. Methodology is described, followed by a presentation and discussion of the results.

76.

Cross, Tracy; Darby, Bruce; & D'Alonzo, Bruno J. (1990).

School drop-out prevention: A multifaceted program for the improvement of adolescent employability, academic achievement, and personal identity. Career Development for Exceptional Individuals, 13(1), 83-94.

dropouts / Louisiana / career development

This article describes a comprehensive program at Louisiana Tech University involving at-risk high school students from north

Louisiana. The multifaceted nature of the program, which is described, was designed to address one of the major goals of the JTPA Program (e.g., increasing employability through increasing educational advantages for otherwise at-risk students). Results are discussed in light of work experience, educational experience, and personal growth.

77.

American Association of University Affiliated Programs for Persons with Developmental Disabilities (1989).

1989 resource guide to organizations concerned with developmental handicaps. Silver Spring, MD: Author.

directories / American Association of University Affiliated Programs (AAUAP)

This 1989 AAUAP guide provides contact information for its staff, members, government agencies and programs, interest groups, and special projects and programs.

78.

Pond, Sharon (1990).

Idaho Transition Project, CFDA Number 84.158C, 1989-90: Final report. Boise: Idaho State Department of Education, Special Education Section. (Comp. No. 84.158C - OSERS File No. 188)

final reports / Idaho / interagency cooperation

This final report contains the project's brochure, "Interagency Transition of Youth with Disabilities," which describes transition in the state and includes samples of the "School-based Transition Checklist" and "Individual Transition Plan." Samples of three parent guides cover financial and medical benefits, training and employment opportunities, and recreation and leisure benefits for youth with disabilities in Idaho. The 1990 executive summary of Idaho's follow-along project is included in the appendixes.

79.

Stodden, Robert A. (1990).

The Hawaii Transition Effectiveness Program: Final evaluation report. Honolulu: University of Hawaii. (Comp. No. 84.158C - OSERS File No. 187)

Hawaii / final reports / interagency cooperation

This is the final report of the Cooperative Model for Planning and Developing an Evaluation and Intervention Program to Increase the Effectiveness of Transition Services to Handicapped Youth Project (Cooperative Models Project). The project addressed

concerns/needs as documented nationally and as recognized in local service delivery plans for handicapped youth transitioning from secondary school to postsecondary school environments. Project activities fell within the realm of three major need or goal areas: (a) to plan and operationalize a cooperative model for improving the availability and quality of transition services for handicapped youth, (b) to implement and evaluate the cooperative model as a demonstration project with handicapped youth participating within transition activities, and (c) to institutionalize effective elements of the demonstrated model, producing outcomes to be incorporated into existing service-delivery structure, replication, and dissemination. Included in the appendixes are state guidelines for transition planning, procedures for conducting a meeting to develop an Individual Transition Plan, an Individual Transition Plan, follow-up data, samples of interagency agreements, follow-up questionnaires, and a product listing.

80.

Learning Disabilities Consortium (1990).

College transition [video production]. Charlotte, NC: Central Piedmont Community College.

learning disabilities / postsecondary education / North Carolina / video productions

This video targets high school students with learning disabilities who are considering college. In a question/answer format, college students with learning disabilities discuss challenges and opportunities they found as freshmen. The presentation offers advice to prospective college students facing the transition from a high school environment to a college setting.

81.

Institute for the Study of Family, Work, and Community (1987).

Improving the options of handicapped students in mainstream vocational education. Final report. Berkeley, CA: Author. (ERIC Document Reproduction Service No. ED 293 271)

mild disabilities / vocational special needs education / success / model programs

This report describes both obstacles to and opportunities for improving the ability of vocational education programs to serve students with mild learning handicaps (i.e., mental retardation, learning disabilities, or emotional disturbance). Based on visits to 30 programs that have been successful with learning handicapped students, the report makes recommendations about a number of aspects of vocational education, including effective teaching strategies, organization of the vocational curriculum, modified teaching materials, extra classroom assistance, interdepartmental coordination, teacher training, transition services, and

administrative support. In addition, the state and federal policy implications are specified.

82.

Keystone Area Education Agency (1983).

Vocational & social outcomes with mentally handicapped adults: A longitudinal study. Final report. Elkader, IA: Author. (ERIC Document Reproduction Service No. ED 297 539)

Iowa / final reports / outcomes of education / rural areas

This final report concentrates on conclusions and recommendations from a three-year longitudinal study of 48 mentally retarded adults, who were graduates or dropouts from senior high schools in six rural Iowa school districts during academic years 1976-1982. Using data from structured interviews, the study sought to assess social and vocational outcomes to determine needed curriculum and support service changes in secondary school special education programs. Summary recommendations supported by data include the need for affective education, direct teaching of cash-credit management and leisure activities, and expanded student mainstreaming in nonacademic areas. Further, recognition that parenting will continue beyond graduation should be reflected in preparation programs designed specifically for parents of EMH students. A full spectrum of posthigh school services such as sheltered workshops and competitive employment is also recommended, as well as curriculum provisions that focus specifically on the postschool adjustment phase. Additional instructional and support recommendations address such areas as consumer education, work-experience and work-study support services, student participation in school activities, sex education, tax preparation, and preparing employers. Both the short and long forms of the interview are included in appendixes.

83.

Bounds, Betsy (1990).

Continuous Comprehensive Transition Model: Final report. Tucson: Tucson Unified School district. (Comp. No. 84.158C - OSERS File No. 134)

Arizona / final reports / Project CCTM (Continuous Comprehensive Transition Model)

The Project CCTM (Continuous Comprehensive Transition Model) final report identifies its seven major goals, products developed, processes involved, and evaluation activities. Outcomes of this transition planning and implementation project include increased training and employment opportunities for students, smoother transitions, increased interagency cooperation, improved vocational assessment, and more student integration into regular vocational classes.

84.

Rothstrom, Ray S. (1990).

Cooperative Models for Planning and Developing Transition Services: Final evaluation report. Oregon Secondary Special Education and Transition Team Model. Salem: Oregon Department of Education, Special Education Division. (Comp. No. 84.158C - OSERS File No. 181)

final reports / Oregon / Transition Team Model

This final report discusses the purpose of the project, which was to develop, field test, revise, and implement a model for improving secondary special education and transition services throughout Oregon. The model, called the Transition Team Model, places ultimate opportunity and responsibility for change at the local level through the development of "community transition teams." These local teams are made up of key stakeholders in the transition process, including school district personnel, adult agency personnel, community members, parents, and students with disabilities. Teams are responsible for developing and implementing annual plans for improving secondary special education and transition services in their own communities.

During the course of the project, 33 local communities, both rural and metropolitan, participated and benefitted from project activities. The procedures and materials developed throughout the project serve as a foundation for the state implementation and maintenance of the project. In addition, a computerized management information system, developed by project staff, facilitates statewide information sharing and program evaluation efforts.

85.

Quinn, John R. (1990).

Final evaluation report: Easter Seal Society of Connecticut. Hebron: Easter Seal Society of Connecticut. (Comp. No. 84.158C - OSERS File No. 185)

Connecticut / final reports / interagency cooperation / leisure skills

This transition project's final report describes an interagency, statewide initiative for developing more effective transition planning and service delivery options for secondary handicapped youth in Connecticut.

During the first year, a Transition Assistance Liaison Council (TALC) was established to examine the systemic issues related to cooperative planning, expansion of transition related services, and evaluation of service outcomes. This council included representation from the critical state agencies and consumers' and service providers' advisory councils.

Products related to activities of the TALC include state agency cooperative agreements and position papers on Program Development, Program Evaluation, Personnel Development, Needed Transition

Service Options, Transition Planning and Case Coordination, Funding of Transition Services, Other Aspects of Community Life, and Development of Individualized Transition Plans.

86.

Faina, Anthony G.; Bass, Thomas; Cutchins, Russell; & Pennino, Bonita (1990).

Virginia's approach to services for transitioning youth and young adults with disabilities: Project VAST: Final report. Richmond: Virginia Department of Education, Division of Special Education. (Comp. No. 84.158C - OSERS File No. 131)

case studies / final reports / Virginia / Project VAST Tracking System (VTRACK) / interagency cooperation

The purpose of this project was to demonstrate a model for interagency transitional planning and case-management services and to institutionalize the model by the establishing formal statewide interagency agreements for transitional services.

The project was designed to: (a) provide an innovative demonstration model, which establishes a process at the state and local levels to ensure that education, rehabilitation, and adult service agencies provide cooperative longitudinal transition planning and service delivery for youth and young adults with disabilities; and (b) that these agencies collectively evaluate the effectiveness of the statewide service delivery system. This final report highlights a menu-driven system, VTRACK, which allows professionals to utilize a client file-management system.

87.

Hull, Marc (1990).

A Statewide Model for Cooperative Planning and Developing Transitional Services (G008730154-89): Final report. Burlington: University of Vermont, Department of special Education. (Comp. No. 84.158C - OSERS File No. 182)

final reports / Vermont / interagency cooperation

The major components of this planning and implementing transitional services project are described in this final report. Appendixes include Post-School Indicators Follow-Along Instrument, Secondary Monitoring Instrument, Samples of Local Core Team Transition Planning Procedures, Post-School Needs Assessment, Individual Transition Plan, Cooperative Planning Model Satisfaction Questionnaire, and Vermont Statewide Model for Cooperative Planning Satisfaction Survey Summaries.

88.

Schenck, B. J. (1990).

Final report: Project Life LAB. Gainesville, FL: School Board of Alachua County. (Comp. No. 84.158C - OSERS File No. 186)

final reports / Project Life LAB / Florida / interagency cooperation / barriers

The primary goal of Project Life LAB was to identify agency barriers to a successful transition and to develop and implement a cooperative planning program of integrated transitional services for handicapped youth. Included in this final report are the following appendixes: Post School Survey Instrument, Parent Survey Instrument, Interagency Survey, Employer Survey, Individual Transition Plan, Interagency Handbook, and Life LAB Brochure.

89.

Gaylord-Ross, Robert; & Siegel, Shepherd (1990).

Final report: The Career Ladder Program. San Francisco: San Francisco State University, Department of Special Education. (Comp. No. 84.158L - OSERS File No. 172)

final reports / California / mild disabilities / Career Ladder Program

The final report of the Career Ladder Program describes this project's success in meeting all its objectives and in being responsible for the continuation of this model in San Francisco under the new name of Transition Opportunity Program, a school/rehabilitation partnership funded at approximately \$600,000 annually. Refer to Entry Nos. 24 and 25 of this volume for related articles. The following entry (No. 90) describes this project's video production.

90.

Calvello, Michael (Producer) (1990).

Career Ladders [video production]. San Francisco: San Francisco State University, College of Education, Department of Special Education; and Alturas Films. (Comp. No. 84.158L - OSERS File No. 172)

mild disabilities / video productions / California / Career Ladder Program

This video highlights participants, staff, and employers in the Career Ladder Program, a project which began in 1985 and serves young adults with mild disabilities who are transitioning from high school to the world of work. Components of the program include vocational training in community settings, full participation by students in a peer group, and long-term support. This network

of support services supports students' climb up the "career ladder."

91.

Courtney, Claire (1989).

Traumatic brain injury work group: Final report & best practices for serving persons with traumatic brain injury in the vocational rehabilitation program. St. Paul, MN: Program Planning and Development, Division of Rehabilitation Services.

traumatic brain injury (TBI) / vocational rehabilitation / Minnesota / interagency cooperation

This guide is intended to be used by vocational rehabilitation staff who are providing services to individuals with brain injuries. Materials are organized in a way that provides hints and considerations for each step of the vocational rehabilitation process.

92.

Mount, Beth; & Zwernik, Kay (1988).

It's never too early. It's never too late. A booklet about personal futures planning for persons with developmental disabilities, their families and friends, case managers, service providers and advocates. St. Paul, MN: Metropolitan Council.

personal futures planning / community integration

This introduction to personal futures planning is written for family members and advocates. The goal is to present personal futures planning as a process and to provide a rationale for using it as well as a basic understanding of its components.

93.

Finn, David M.; & Tazioli, Pam (1989, March).

Cleaning out the wheelbarrow: Planning appropriate assessments for transition. In Education and the Changing Rural Community: Anticipating the 21st Century. Proceedings of the 1989 ACRES/NRSSC Symposium. (ERIC Document Reproduction Service No. ED 315 214)

interagency cooperation / rural areas / transition / assessment techniques

This paper discusses the issues surrounding interagency transition procedures and introduces a guide for helping agency personnel define problems with the transition process. It also discusses strategies rural providers can use to plan efficient

interagency transition procedures as well as components of assessment tools that facilitate transition.

94.

McGaughey, Martha J. (1990 [1988]).

Crossing the bridge: An analysis of integrated employment outcomes of adults with developmental disabilities. Doctoral dissertation, Brandeis University. Ann Arbor, MI: U-M-I Dissertation Information Services.

competitive employment / job retention / program development

This study was designed to obtain information regarding the predictors of the following supported and competitive employment outcomes: (a) state and program placement rates, and (b) individuals' retention. The study's theoretical framework was based on an ecological model containing three levels of potential determinants: state economic and sociopolitical indicators, employment training-program characteristics, and individual characteristics. Based on data from a national survey of vocational rehabilitation facilities, placement rates for 49 states and 1,041 programs were analyzed. Retention outcomes were examined for 727 persons in competitive employment and for 115 individuals in supported employment.

Policy implications are discussed. The findings indicate that training in nonsheltered employment settings should be used increasingly. Further research regarding the relationship between federal and state employment program funding strategies and integrated employment outcomes is recommended, as well as continued examination of other macro-level and program-level environmental indicators.

95.

University of Oregon, College of Education, Specialized Training Program (1988).

Supported employment. "In your best interest" [video production]. Eugene: Author.

video productions / Oregon / supported employment

This 8-1/2 minute program video is specifically designed to introduce the concept of supported employment to private sector employers in Oregon, but its usefulness may extend to other states and to public-sector employers as well. Featured statements by Oregon Governor Neil Goldschmidt, employers, employees, and others emphasize the benefits of supported employment and the support strategies that lead to success in the workplace. Improved community and employee relations are highlighted as major potential benefits, as well as access to a training technology that leads to quality work. The video focuses on several support resources available to participating businesses, including state government,

co-workers, support organizations, local employment councils, higher education, and other businesses involved in supported employment.

96.

Service Employees International Union, Local 6; & Washington Supported Employment Initiative (1989).

Working people: Supported employment and labor unions [video production and document]. Seattle: Washington Supported Employment Initiative.

video productions / Washington / organized labor / supported employment

This 10-minute video and accompanying document provide a strong rationale for convincing union leaders to participate in developing supported employment. Issues, barriers, and benefits to both unions and clients are presented. A glossary of union terms is provided.

97.

Ianacone, Robert N.; & Leconte, Pamela J. (1986).

Curriculum-based vocational assessment: A viable response to a school-based service delivery issue. Career Development for Exceptional Individuals, 9(2), 113-120.

curriculum-based assessment (CBA) / vocational evaluation / program development

This article identifies efficacy issues and practitioner concerns that have evolved from experiences with school-based assessment; provides a rationale for developing program alternatives; and presents a planning process that responds to identified service-delivery issues while meeting the intent of the recent statute.

98.

Mancuso, Laura L. (1990).

Reasonable accommodation for workers with psychiatric disabilities. Psychosocial Rehabilitation Journal, 14(2), 3-19.

psychiatric disabilities / accommodations / Americans with Disabilities Act of 1990

When the provisions of the landmark Americans with Disabilities Act of 1990 become effective and the corresponding regulations are implemented, most employers will be required to make "reasonable accommodations" for workers with disabilities. Although similar legal requirements have been in place for certain employers since

the 1970s, there is little evidence that accommodations have been made for persons with psychiatric disabilities. Given the high rate of unemployment among this population and the increasing numbers of consumers being placed in competitive work settings through supported employment programs, there is a pressing need for widespread education about reasonable accommodation within the mental health field. This article explains the legal basis for reasonable accommodation and provides examples of how it may be applied to benefit workers with psychiatric disabilities.

99.

Roessler, Richard T.; Brolin, Donn E.; & Johnson, Jodi M. (1990).

Factors affecting employment success and quality of life: A one year follow-up of students in special education. Career Development for Exceptional Individuals, 13(2), 95-107.

follow-up studies / special education / quality of life

This article profiles employment and quality-of-life outcomes of students currently in special education. The current study isolates factors that are positively related to employment success and quality of life. Recommendations to improve transition planning and support services are presented.

100.

Repetto, Jeanne B.; White, Warren J.; & Snauwaert, Dale T. (1990).

Individualized transition plans (ITP): A national perspective. Career Development for Exceptional Individuals, 13(2), 109-119.

individualized transition plans (ITP) / interagency cooperation

This article reviews the implementation practices of 46 states and territories regarding the individualized transition plan. Commonalities across states with regard to these practices are discussed.

101.

Heal, Laird W.; Copher, Janell I.; & Rusch, Frank R. (1990).

Inter-agency agreements (IAAs) among agencies responsible for the transition education of students with handicaps from secondary schools to post-school settings. Career Development for Exceptional Individuals, 13(2), 121-127.

interagency cooperation / model programs

This article presents results from an examination of the value of the activities and characteristics of interagency agreements (IAAs) of OSERS model demonstration projects. Methodology and

results are described and should be helpful to agencies forming or revising IAAs.

102.

Moore, Stephen C.; Agran Martin; & McSweyn, Cary Ann (1990).

Career education: Are we starting early enough? Career Development for Exceptional Individuals, 13(2), 129-134.

career development / curriculum / Utah

The purpose of the study presented in this article was to assess the extent to which special education teachers provide vocational/career education to younger students. Specifically, special education teachers at the elementary, junior high, and middle school level teaching in Utah schools were surveyed to determine the frequency and type of vocational/career education they were providing to their students.

103.

Elksnin, Linda; & Elksnin, Nick (1990).

Using collaborative consultation with parents to promote effective vocational programming. Career Development for Exceptional Individuals, 13(2), 135-142.

parent involvement / career development / transition

This article discusses the use of collaborative consultation to maximize development of vocational programming for adolescents with disabilities.

104.

Stowitschek, Joseph J.; & Kelso, Cheryl A. (1989).

Are we in danger of making the same mistakes with ITPs as were made with IEPs? Career Development for Exceptional Individuals, 12(2), 139-151.

individualized transition plans (ITP) / individual educational plans (IEP) / policy analysis

This article examines the problems of individual education plan utilization and compares it to the developing use of individual transition plans. Based on their critique, the authors recommend policy and procedural changes, as well as research directions, to increase the likelihood of ITPs becoming functional tools in the transition to adult life of youths with handicaps.

105.

Steere, Daniel E.; Pancsofar, Ernest; Wood, Robin; & Hecimovic, Anton (1990).

Principles of shared responsibility. Career Development for Exceptional Individuals, 13(2), 143-153.

transition / program implementation / Principles of Shared Responsibility

Effective school-to-work transition-planning approaches for students with severe disabilities are based not only on empirical data, but also on clear guiding principles. This article contains a description of a philosophical basis for school-to-work transition among students with severe disabilities, organizes these values in a hierarchical fashion and provides recommendations for implementing the resulting principles. These Principles of Shared Responsibility provide a direction as well as a basis for evaluating future transition efforts.

106.

Bullis, Michael; Bull, Bruce; Johnson, Brian; Johnson, Patricia; & Kittrell, Ginger (1990).

School-to-community transition experiences of hearing impaired adolescents and young adults in the northwest. Monmouth, OR: Western Oregon State College, Teaching Research Division.

hearing impairments / final reports / Pacific Northwest

This final report describes the results of a three-year study of the school-to-community transition of young adults with hearing impairments. An overview of transition, methodology, results of a follow-up component, and results of the follow-along study are presented. Included in the appendixes are questionnaires, forms, and exemplary transition-program characteristics.

107.

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Division of Innovation and Development, Office of Special Education Programs (1990).

Twelfth annual report to Congress on the implementation of the Education of the Handicapped Act. Washington, DC: U.S. Government Printing Office.

Education for All Handicapped Children Act of 1975 / program evaluation / data analysis / special education

This is the 12th annual report prepared to provide Congress with a continuing description of the U.S.'s progress in providing a free appropriate public education for all children with handicaps. The report is divided into four chapters.

Chapter 1 provides national statistics on the number of children who received special education and related services in 1988-1989, the educational placements of students, and the number of personnel employed and needed to provide services to children and youth with handicaps.

Chapter 2 discusses the implementation of Part H of the EHA, which is designed to improve early intervention services for handicapped infants, toddlers, and their families. It also describes the Preschool Grants Program, provided under Section 619 of Part B of the EHA. This program is designed to ensure the availability of a free appropriate public education for all children with handicaps age 3-5.

Chapter 3 examines data relating to the transition of secondary-age students with handicaps, including patterns of course taking in comprehensive high schools, exiting status of special education students, and services anticipated to be needed by exiting students with handicaps. The chapter also details efforts at the state and federal levels to evaluate the outcomes of students in transition, both in and out of school.

Finally, Chapter 4 describes the provision of financial assistance to state and local educational agencies through formula and discretionary grant programs to support the delivery of services to children with handicaps, as well as federal efforts to review and monitor the development and implementation of state policies and procedures for the education of children with handicaps.

108.

Rusch, Frank R.; Hughes, Carolyn; McNair, Jeff; & Wilson, Philip G. (1989).

Co-worker involvement scoring manual and instrument. Unpublished manuscript, University of Illinois at Urbana-Champaign.

co-worker involvement / assessment techniques

The Co-worker Involvement Instrument allows employment training specialists and job supervisors to estimate co-worker involvement with employees (target employees) after job placement. This instrument is based upon research that assumes that co-worker involvement enhances job performance as a result of social interactions between target employees and their co-workers. Greater co-worker involvement in conjunction with employment training specialist (ETS) assistance, for example, may be associated with an increased likelihood of job retention, greater work productivity, and enhanced cost effectiveness of employee training methods.

The primary purpose of the Co-worker Involvement Instrument is to assess the extent to which co-workers are involved with target employees at specific job placements. This instrument is a companion to the Co-worker Involvement Training Manual that describes interventions for increasing co-worker involvement to target employees.

109.

Sulzer-Azaroff, Beth; & Gillat, Alex (1990).

Trends in behavior analysis in education. Journal of Applied Behavior Analysis, 23(4), 491-495.

behavior analysis / education

The preparation of the Journal of Applied Behavior Analysis Reprint Series: Behavior Analysis in Education (1988) provided an opportunity to survey and analyze trends in the field, as reflected by publications in the journal. Results showed that the volume of behavior-analytic papers on educational topics has been declining and its contents undergoing some interesting but not uniformly welcome shifts. Although the concern with classroom conduct has diminished somewhat, that topic continues to be emphasized. Simultaneously, reports of social skills and language studies have accelerated, but analyses of academic performance have declined. Explanations for the findings remain speculative, but behavior analysts are encouraged to address these areas of social need.

110.

O'Reilly, Mark F.; Green, Gina; & Braunling-McMorrow, Debra (1990).

Self-administered written prompts to teach home accident prevention skills to adults with brain injuries. Journal of Applied Behavior Analysis, 23(4), 431-446.

traumatic brain injury (TBI) / safety / self-control training

This study evaluated the use of written checklists and task analyses as self-administered prompts to teach home accident-prevention skills to four adults with brain injuries. Subsequent to baseline, participants used written checklists that identified potential in-home hazards but did not prompt behaviors necessary for hazard remediation. To prompt appropriate responding, when necessary, written individualized task analyses, incorporating specific behavioral steps for correcting hazards that participants had failed to remediate during the checklist phase, were used. These were subsequently faded to transfer stimulus control to the natural conditions. A multiple-probe technique across participants and settings was used. Results indicated that the checklist alone was sufficient to increase appropriate responses to many of the potential hazards. Individualized task analyses, when needed, resulted in appropriate remediation of all potential hazards. Generalization to untrained potential hazards occurred to some degree for all participants. Follow-up results showed that most skills trained were maintained over a one-month period.

111.

Bierman, Karen Linn; & Furman, Wyndol (1984).

The effects of social skills training and peer involvement on the social adjustment of preadolescents. Child Development, 55(1), 151-162.

social skills / peer involvement

This study examined the effects of social skills training and peer involvement on the peer acceptance of disliked preadolescents. Fifty-six fifth- and sixth-grade children were identified as unaccepted by their peers and deficient in conversational skills. These children were then randomly assigned to one of four treatment conditions: (a) conversational skills training (individual coaching), (b) peer involvement under superordinate goals (group experience), (c) conversational skills training combined with peer involvement (group experience with coaching), and (d) a no-treatment control. Differential treatment effects were observed at both a posttreatment and follow-up assessment. As predicted, conversational-skills training promoted skill acquisition and increased skillful social interaction. Peer involvement increased peer acceptance and children's self-perceptions of their social efficacy. The results were interpreted in terms of a developmentally-based multidimensional model of social competence.

112.

McAfee, James K.; & Sheeler, Mary C. (1987, December).

Accommodation of adults who are mentally retarded in community colleges: A national study. Education and Training in Mental Retardation, 262-267.

community colleges / adults / accommodations

Two hundred community colleges across the nation were surveyed concerning programs for persons who are mentally retarded. From the 136 surveys returned, it was discovered that students who are mentally retarded are present on more than one-third of the community college campuses. Programs for students who are mentally retarded range from specifically designed programs to others that have been adapted to accommodate these students' special learning needs. Most of the respondents (73.5%) reported that they believed that they had a legitimate role in providing services to persons with mental retardation. However, funding limitations and worries about supplanting traditional services were mentioned frequently as restraints to fulfilling the roles they had adopted.

113.

Martin, James E.; Burger, Donald L.; Elias-Burger, Susan; & Mithaug, Dennis E. (1988).

Application of self-control strategies to facilitate independence in vocational and instructional settings. International Review of Research in Mental Retardation, 15, 155-193.

self-control training / vocational training / adaptability models

This article reviews use of self-control procedures to enable individuals with mental retardation to become more independent.

Self-monitoring, self-administered, and self-determination reinforcers, and self-managed antecedent cues have had a significant impact upon a variety of behaviors in the laboratory, classroom, and work settings. Research questions are posed and guidelines to help address these questions are outlined.

114.

Schwartz, Phebe (n.d.).

Rural transition strategies that work. Bellingham: Western Washington University, National Rural Development Institute.

rural areas / success / model programs / transition

The need for successful rural transition strategies and exemplary rural transition programs has arisen as rural communities have begun to develop programs to assist rural students with disabilities in the transition from school to employment and community integration. While effective models exist for transition in urban areas, rural communities do not have access to such a wide spectrum of services. Rural areas also may not have a variety of employers to provide job training and future employment for individuals with disabilities; some rural communities lack any local employment or industry.

A number of creative options have been developed to meet the unique challenges of transition in rural areas. The rural transition strategies described in this manual were developed by rural educators and found to be effective in the communities in which they were established. The strategies described herein capitalize on unique rural resources: the close relationship between rural citizens and employers; the sense of community found in small towns; and the urge to "help one's own."

115.

Price, Lynda; & Aune, Betty (n.d.).

Supplement #1 to: The secondary to postsecondary transition process for learning disabled adolescents and adults: An annotated bibliography [working paper]. Minneapolis: University of Minnesota, General College, the LD Transition Project. (Comp. No. 84.078C - OSERS File No. 242)

learning disabilities / transition / literature review

This is the first supplement to The secondary to postsecondary transition process for learning disabled adolescents and adults: An annotated bibliography. Approximately 40 annotated citations are grouped into four broad categories: (a) secondary services / LD adolescents, (b) postsecondary services / LD adults, (c) vocational or job related skill development, (d) various issues and theories dealing with transition.

116.

Price, Lynda (n.d.).

A selective literature review concerning the psychosocial issues of LD adolescents and adults. Minneapolis: University of Minnesota, General College, the LD Transition Project. (Comp. No. 84.078C - OSERS File No. 242)

learning disabilities / literature review / social skills

A selected number of representative articles focusing on (a) what are the psychosocial implications of a learning disability? and (b) how can these socioemotional issues be effectively addressed by professionals in secondary and postsecondary settings? are cited and annotated for service providers working with the learning disabled.

117.

Singer, Judith D.; & Butler, John A. (1987).

The Education for All Handicapped Children Act: Schools as agents of social reform. Harvard Educational Review, 57(2), 125-152.

Education for All Handicapped Children Act / policy analysis

The authors report findings from a study on the Act's implementation in five diverse school districts across the country, conducted during the fifth through the eighth years of the Act's existence. The process of equilibrium between federal demands and the local capacity to respond provides a central focus for the authors as they ask how and how well the schools have functioned as agents of social reform. While they find both significant transformation of attitude and social reform, they also point to inequities whose roots in the social fabric make them difficult for the schools alone to overcome.

118.

Bond, Gary R.; Dincin, Jerry; Setze, Paul J.; & Witheridge, Thomas F. (1984).

The effectiveness of psychiatric rehabilitation: A summary of research at Thresholds. Psychosocial Rehabilitation Journal, 7(4), 6-22.

Thresholds / psychosocial rehabilitation / outcomes of education

Research conducted over the past eight years at Thresholds, a psychiatric rehabilitation agency in Chicago, indicates that its programs reduce hospital utilization, increase the level of independent living, and increase the level of academic achievement of its clients. Attendance at Thresholds for one year or more is associated with higher rates of employment after termination. Length of attendance is also positively correlated

with increases in independent living. Finally, participation in Thresholds programs results in a net reduction of average client treatment charges. These findings have applicability to those serving the long-term mentally ill in urban areas.

119.

Reiss, Steven; Levitan, Grant W.; & McNally, Richard J. (1982).

Emotionally disturbed mentally retarded people: An underserved population. American Psychologist, 37(4), 361-367.

emotional disabilities / human services

The need to increase the supply of psychotherapeutic services for the emotional problems of mentally retarded people, as well as those of people with IQs between 70 and 80, is discussed. However, low intelligence may increase the risk of emotional disturbance because it creates special adjustment problems while limiting the individual's ability to solve these problems. Low intelligence may decrease the opportunity for adequate psychotherapeutic services because of administrative, conceptual, and attitudinal reasons. It is suggested that clinical psychologists can play an important role in developing the needed services.

120.

Katz, Lynda J.; Geckle, Michelle; Goldstein, Gerald; & Eichenmuller, Angela (1990).

A survey of perceptions and practice: Interagency collaboration and rehabilitation of persons with long-term mental illness. Rehabilitation Counseling Bulletin, 33(4), 290-300.

interagency cooperation / psychiatric disabilities / vocational rehabilitation

Since the National Institute of Mental Health and the Rehabilitation Services Administration interagency agreement of 1978, interagency collaboration in the rehabilitation of persons with long-term mental illness has received increased attention in the program initiatives of state mental health (MH) and vocational rehabilitation (VR) agencies. Federal initiatives have focused on joint training programs as one means to facilitate this process. As part of one such training initiative, pretraining surveys were conducted with 640 VR, MH, and provider agency staff working within a six-state region. The results of this survey are presented and discussed in terms of their impact upon interagency collaborative efforts in psychiatric rehabilitation.

121.

Shafer, Michael S. (1990).

The national supported employment initiative and its impact upon state agency rehabilitation counselors. Rehabilitation Counseling Bulletin, 33(4), 279-289.

rehabilitation counseling / supported employment / personnel preparation / program implementation

The results of a national survey of state agency vocational rehabilitation counselors are presented. The purpose of the survey was to assess the effect of federally funded statewide supported employment implementation grants by evaluating counselors' knowledge and use of supported employment. The results indicated that the use of federal discretionary awards have effectively enhanced counselors' access to information on supported employment, improved their knowledge of supported employment regulations, and facilitated their use of this new rehabilitative service. Implications for future supported-employment implementation and counselor training are discussed.

122.

Horner, Robert H.; & Albin, Richard W. (1988).

Research on general-case procedures for learners with severe disabilities. Education and Treatment of Children, 11(4), 375-388.

direct instruction (DI) / generalization / severe disabilities

The application of Direct Instruction (DI) procedures for general-case programming to learners with severe disabilities provides an effective and efficient instructional technology for generalization in applied settings. This paper: (a) presents an overview of the DI principles and guidelines that define general-case programming and (b) reviews recent research findings related to general-case instruction with learners with severe disabilities. Instructional implications of this research are discussed.

123.

Koegel, Lynn Kern; Koegel, Robert L.; & Parks, Deborah Rumore (1990).

How to teach self-management to people with severe disabilities: A training manual. Unpublished manuscript, University of California, Community Organization Research Institute, Santa Barbara.

self-control training / curriculum / severe disabilities

This manual represents one type of self-management program that has proven effective for individuals with severe disabilities. Designed to be used in community settings where one on one clinical contact is often difficult or impossible, the program should not be viewed as a substitute for quality teaching techniques, but as a way of facilitating treatment gains in multiple settings and in the absence of a treatment provider. The manual is written in workbook form to help organize a treatment program that is individualized for each student.

124.

Jamison, Sharman Davis; Shapland, Celia; Goldberg, Paula F.; & Goldberg, Marge (1990).

A reference manual for parent training about supported employment.
Minneapolis, MN: PACER Center, Inc. (Comp. No. 84.158S - OSERS
File No. 229)

parent involvement / supported employment / training manual

This manual provides current information on resources available for parent training about supported employment. It is comprised of an annotated bibliography of journal articles, manuscripts, books, audio-visual materials, and a listing of some of the parent training projects that have developed workshops and resources for parent training about supported employment.

125.

Kaplan, Steven P. (1990).

Social support, emotional distress, and vocational outcomes among persons with brain injuries. Rehabilitation Counseling Bulletin, 34(1), 16-23.

traumatic brain injury (TBI) / vocational rehabilitation / social support

The concept of social support is gaining recognition in rehabilitation as an important contributor to client adjustment after disability. However, very little has been reported concerning client' perceptions of available social support or the relevancy of social support to vocational outcome. The purpose of this study was to examine the relationships among emotional distress, perceived social support, and vocational outcome in a sample of 36 adults with a history of severe brain injury. Clients' perceptions of the available social support were related to the intensity of their emotional distress. Social support was also related to clients' vocational outcome one year after evaluation. Implications for rehabilitation programming and for future research are provided.

126.

Gilman, Beth; Spangler, Paul F.; & Meadows, Stacey (1990).

Residential placement of individuals with mental retardation: Factors influencing court decisions. Mental Retardation, 28(4), 241-244.

Pennsylvania / due process / deinstitutionalization

Pennsylvania law mandates that involuntary commitment of persons with mental retardation be reviewed by the court system in order to assure due process. Fifty such cases in Philadelphia were

reviewed in court over a period of one year and subsequently examined to determine current court trends toward institutional placement. Factors evaluated included characteristics of the individual, the presiding court, the impact of a court-appointed Child Advocate or Public Defender, and availability of residential alternatives. Results indicate that children were committed to institutional settings less frequently than adults. Other critical factors included prior placement, the recommendations of advocates, and availability of alternative services.

127.

Schuster, John W. (1990).

Sheltered workshops: Financial and philosophical liabilities. Mental Retardation, 28(4), 233-239.

sheltered workshops / policy analysis

Some of the economic and philosophical reasons why sheltered workshops remain liabilities within the field of special education are discussed. Low wages, unavailability of work, changing industrial forecasts for blue-collar employment, financial dependence, tax returns, segregation, and normalization issues, along with other factors, are examined to provide support for the assertion that sheltered workshops do not provide clients with appropriate work experiences.

128.

Grimes, Susan K.; & Vitello, Stanley J. (1990).

Follow-up study of family attitudes toward deinstitutionalization: Three to seven years later. Mental Retardation, 28(4), 219-225.

follow-up studies / family involvement / deinstitutionalization

The attitudes of 32 families who had a relative with mental retardation deinstitutionalized and living in the community for three to seven years were examined. Preplacement data on these families indicated a high level of satisfaction with institutional services and strong opposition to community placement. Postplacement data revealed a significant change toward more positive family attitudes toward deinstitutionalization. However, families were still concerned about high staff turnover rates, inadequate community services, and future relocations.

129.

Benshoff, John J.; Fried, Juliet H.; & Roberto, Karen A. (1990).

Developmental skill attainment among college students with disabilities. Rehabilitation Counseling Bulletin, 34(1), 44-52.

postsecondary education / psychosocial development

In a study of college students with disabilities, 45 were found to be significantly different from their nondisabled peers in developmental skills related to interpersonal relationships. No significant differences were found in other developmental skill areas, however, nor was there a difference in developmental skill attainment based on age at onset of disability. Developmental skill attainment was not found to be related to academic success for either students with disabilities or nondisabled students.

130.

Garske, Gregory G.; & Thomas, Kenneth R. (1990).

The relationship of self-esteem and contact to attitudes of students in rehabilitation counseling toward persons with disabilities. Rehabilitation Counseling Bulletin, 34(1), 67-71.

rehabilitation counseling / attitudes / Issues in Disabilities Scale / Rosenberg Self-Esteem Scale

This study examined the attitudes of beginning graduate students in rehabilitation counseling toward persons with disabilities and the relationship of their attitudes to self-esteem and prior exposure to persons with disabilities. As a group, the students demonstrated positive attitudes toward persons with disabilities and positive self-esteem as measured by the Issues in Disabilities Scale and Rosenberg Self-Esteem Scale. In addition, self-esteem was found to be positively related to attitudes toward persons with disabilities. However, no relationship was found, between attitudes and prior exposure to persons with disabilities.

131.

Holowinsky, I. Z. (1990).

Mental retardation research in the Soviet Union. Mental Retardation, 28(4), 211-218.

Soviet Union / mental retardation / research analysis

Twenty-six studies on mental retardation in the Soviet Union in the 1970s and 1980s were reviewed: 8 focused on etiological questions; 15 on psychoeducational issues; and 3 on vocational or social policy concerns. The findings, which tend to support general trends in the United States for individuals with mental retardation, were: higher risk factors for mental retardation for children if the mother rather than the father had mental retardation; lower levels of education, lower occupational status, and a larger number of children in families of children with mental retardation (a significant finding in a society traditionally described as "classless"); and significantly higher number of males than females among persons with dual diagnoses.

132.

Kirchner, Corinne (1988).

Data on blindness and visual impairment in the U.S.: A resource manual on social demographic characteristics, education, employment and income, and service delivery (2nd ed.). New York: American Foundation for the Blind.

visual impairments / demographics / policy analysis / program development

Based on secondary analyses of large data sets compiled by a wide range of agencies, services, and programs for blind persons, as well as data sources for education, employment, and other state and federal programs, this book is an addition to the research literature on blindness and severe visual impairment. The book contains an assortment of reports about issues germane to planning and providing services for blind and severely impaired people in our society.

133.

Moon, M. Sherril; Inge, Katherine J.; Wehman, Paul; Brooke, Valerie; & Barcus, J. Michael (1990).

Helping persons with severe mental retardation get and keep employment: Supported employment strategies and outcomes. Baltimore: Paul H. Brookes Publishing Co.

supported employment / severe disabilities / program implementation

This book provides information specifically related to helping citizens with severe mental retardation or multiple, severe handicapping conditions get and keep real jobs. Chapters 1-5 address a variety of issues, including strategies for assessment prior to job placement (Chapter 5) and methods for helping young persons who may still be in school to get jobs (Chapter 3). Present employment outcomes (Chapter 2) for persons with severe mental retardation are also discussed. The first half of the book should challenge the reader to consider all the work that remains to be done in supported-employment implementation. The last five chapters of the book are more technical in nature and address job placement, training, and maintenance activities that have been implemented successfully in community work settings with persons who have severe mental retardation or other severe or profound handicapping conditions. These chapters are intended to serve as a day-to-day guide for persons directly involved in supported employment training.

134.

Robinson, Greg A.; Patton, James R.; Polloway, Edward A.; & Sargent, Laurence R. (Eds.) (1989).

Best practices in mild mental disabilities. Reston, VA: Council for Exceptional Children, Division on Mental Retardation.

mild disabilities / success / curriculum

This book provides an overview of underlying issues, academic curricular content, and critical skills important to educators of students with mild mental retardation. Instructional ideas, an annotated bibliography, and principles of best practices are included.

135.

Ianacone, Robert N.; & Stodden, Robert A. (Eds.) (1987).

Transition issues and directions. Reston, VA: Council for Exceptional Children, Division on Mental Retardation.

transition / community integration / special education / vocational education / parent involvement

This monograph presents issues and trends that impact on the provision of appropriate integrated services for handicapped populations with a focus on mental retardation. Phases of transition are described and varied perspectives of special education, vocational education, vocational rehabilitation, community services, parents, and employment are provided.

136.

Knitzer, Jane; Steinberg, Zina; & Fleisch, Brahm (1990).

At the schoolhouse door: An examination of programs and policies for children with behavioral and emotional problems. New York: Bank Street College of Education.

behavioral disorders / emotional disabilities / model programs

Focusing on students identified as having behavioral or emotional disorders under the mandate of the EHA, and, to a lesser extent, students with problems who have not been labelled, this report examines the ways in which schools and mental health agencies, singly or in collaboration, are trying to better meet the complex needs of these children and adolescents. The report is intended to serve as a map of promising programs and policies, as well as to synthesize what is known about the characteristics of the students and the quality of their school life.

The findings are based on: (a) two national surveys developed with the help of both the National Association of State Directors of Special Education (NASDSE) and the State Mental Health Representatives for Children and Youth (SMHRCY) and completed by both state directors of special education and child mental health officials; (b) site visits to 26 programs in 13 states; (c) reviews of written program materials and phone conversations with staff of over 130 programs across the country; (d) responses by 200 parents of children with behavioral and emotional disorders to a specially prepared questionnaire; and (e) a review of the relevant policy and research literature. Major findings and recommendations are

presented. Appendixes include tables listing state SED Identification rates and placement profiles, major federal programs, and pertinent organizations.

137.

Lehr, Susan; & Lehr, Robert (1989).

Why is my child hurting? Positive approaches to dealing with difficult behaviors: A monograph for parents of children with disabilities. New York: Syracuse University, Center Human Policy.

parent involvement / behavior modification

This monograph is written especially for parents of children with disabilities who demonstrate "challenging behaviors." Individual sections include discussions of aversives, why they are used, alternatives to aversives, positive programming, gentle teaching, why children act out, and what parents can do to help their children. Real-life examples are used to illustrate the points being made. Practical suggestions are offered to assist parents and caregivers to respond to children having difficulties. Additional sources of information are included in the appendix.

138.

Mueller, James (1990).

The workplace workbook: An illustrated guide to job accommodation and assistive technology. Washington, DC: The Dole Foundation.

accommodations / assistive technology

This illustrated guide includes over 40 detailed large-format illustrations and descriptive instructions on making modification for workers who have limitations of sight, hearing, speech, stamina, sensation, balance and movement, as well as for those who are totally blind or deaf. Architectural elements such as walls, floors, and doors are discussed, as are seating, workstations, computers, information display, communication devices, hard grips and lighting. Included is a resource directory, which targets databases, publications, organizations, research, training, and rehabilitation centers.

139.

Wisconsin Association for Children and Adults with Learning Disabilities; Vocational Studies Center, University of Wisconsin-Madison, in cooperation with Wisconsin Division of Vocational Rehabilitation (1989).

Successful vocational rehabilitation of persons with learning disabilities: Best practices. Middleton: Wisconsin Association for Children and Adults with Learning Disabilities; and Madison: Vocational Studies Center, University of Wisconsin-Madison, and Wisconsin Division of Vocational Rehabilitation.

success / learning disabilities / vocational rehabilitation /
vocational counseling

The goal of this project was to identify and test best practices in the vocational rehabilitation of clients with learning disabilities. "Best practices" in this context include not only techniques that a counselor could use with clients in one-to-one group settings, but also program-management approaches and services that a counselor could purchase from community-based organizations and postsecondary education/training programs. Best practices are grouped according to the most appropriate stage in the rehabilitation process.

140.

Koehler, Frances; & Ellis, Joanne (Eds.) (1990).

Project WIN: Work Incentives Network training manual (2nd ed.).
Richmond, VA: The Association for Persons in Supported Employment (APSE).

Project WIN / personnel preparation / work incentives

This manual is designed for readers to independently gain comprehensive knowledge of Social Security work incentives. It was developed to accompany APSE's Project WIN, a two-year project to train professionals in this area.

141.

Ruth, David; Hill, Mark; & Wood, Wendy (1990).

Fee-for-service manual: Establishing fee-for-service rates for individual placement models of supported employment. Richmond, VA: Association for Persons in Supported Employment.

supported employment / fee structure

This manual is designed to help supported employment providers develop a fee-for-service rate structure based on actual costs for services. Several fee options are discussed.

142.

Ruth, David J. (1990).

But what will happen to their benefits if they go to work?
Charlottesville, VA: RTCB (413 E. Market St., Charlottesville, VA 22901).

work incentives / computer simulation

This paper presents eight hypothetical cases of supported employees who get jobs, incur impairment-related expenses, put together Plans for Achieving Self-Sufficiency (PASS's), lose their

SSDI, and sometimes even lose their jobs. As each person goes through each of five changes, the simulation shows what happens to their SSI checks, their total gross income, and their spendable income. This paper builds on the written work of Susan O'Mara. Readers are referred to her papers for further information about the workings of SSDI, SSI, PASS and IRWE, about eligibility issues and continuing disability reviews, and about ways of building a cooperative relationship with the SSA office, (ordering information is provided).

143.

Association for Persons in Supported Employment (1990).

Sample PASS package. Richmond, VA: Author.

work incentives / supported employment

This is a sample of a PASS plan in which an individual used this Social Security Work Incentive to pay for an 18- to 36-month segment of supported employment services. The plan was developed with SSA assistance and approval for national dissemination.

144.

Association for Persons in Supported Employment (1990).

IRWE package. Richmond, VA: Author.

supported employment / Impairment Related Work Expense (IRWE) / work incentives

This package details the uses of the Impairment Related Work Expense for SSI and SSDI beneficiaries. Examples of deductible and nondeductible expenses are included. Use of the IRWE to fund supported employment services is discussed and examples of calculations are included.

145.

Kaufman, Phillip (1989).

Participation of special education students in high school vocational education: The influence of school characteristics. Berkeley: University of California, Berkeley, National Center for Research in Vocational Education.

special education / vocational education / data analysis

This paper describes the characteristics of schools enrolling handicapped students in vocational programs. Data from the NAEP Transcript Study was analyzed to explore ecological and sociological characteristics of the schools. A technical appendix contains detailed descriptions of the data sets.

146.
Fagle, Eva; Choy, Susan; Hoachlander, E. Gareth; Stoddard, Susan; & Tuma, John (1989).

Increasing vocational options for students with learning handicaps: A practical guide. Berkeley: University of California, Berkeley, National Center for Research in Vocational Education.

mild disabilities / vocational education / success

This guide suggests directions for educators and administrators to improve vocational education for students with mild handicaps.

147.
Jaskulski, Tecla; Metzler, Christina; & Zierman, Susan Ames (Ed.) (1990).

Forging a new era: The 1990 report on people with developmental disabilities. Washington, DC: National Association of Developmental Disabilities Councils.

barriers / policy analysis / community integration / success

These reports, which include a main report (part A), a summary report (part B), an appendix (part C), and a consumer survey (part D), reflect the collective efforts of the DD Councils over the past 2-1/2 years to produce the most comprehensive review of issues affecting people with developmental disabilities. Individually, each report provides a synthesis of the policy analysis, consumer survey, and related input from family members, advocacy organizations, state officials, council members, and individual consumers who participated in the public forums. The 1990 reports have produced a wealth of information that addresses the current policy debate, including:

1. Findings and recommendations in related to federal programs that affect people with developmental disabilities, from Medicaid to the federal tax code;

2. Related national databases on federal program eligibility, expenditures, and utilization by people with developmental disabilities;

3. The largest national database on the views of individuals with developmental disabilities regarding their levels of independence, productivity and integration, as well as their needs for various services and their levels of satisfaction with services currently being received;

4. The largest national database on the current barriers to independence, productivity, and integration confronting people with developmental disabilities across all ages, disabilities, and areas of daily living;

5. A national compilation of over 3,000 recommendations to policymakers at the federal, state, and local level -- as well as the private sector -- on ways to reduce or eliminate identified barriers.

148.

Farkas, Marianne D.; & Anthony, William A. (Eds.) (1989).

Psychiatric rehabilitation programs: Putting theory into practice.
Baltimore: The Johns Hopkins University Press.

psychiatric disabilities / community integration / policy analysis

This volume presents recent advances in psychiatric rehabilitation practice and the ways in which they are being translated into program services. Its intended audience includes program administrators interested in developing rehabilitation-oriented mental health programs; systems administrators interested in supporting such programs; and students of mental health, rehabilitation, or administration. The focus of the book is on service delivery at a program level (Chapters 1-4), and personnel and systems domains as they relate to the ability of the program to deliver its services (Chapters 5 & 6). Case studies are incorporated within each chapter.

149.

Williams, Janet M.; & Kay, Thomas (Eds.) (1991).

Head injury: A family matter. Baltimore: Paul H. Brookes Publishing Co.

traumatic brain injury (TBI) / family involvement

This book provides the first comprehensive discussion of the impact of head injury on the family system, from the dual perspectives of families who have experienced head injury and professionals who work with families. In addition, it provides an understanding of how families work -- and how to work with families -- to achieve a successful outcome during and after the formal provision of rehabilitation services to TBI patients.

150.

Field, Sharon (1990).

A trainer's guide to self-advocacy skills for persons with disabilities (Revised). Detroit: Wayne State University. (Comp. No. 84.158K - OSERS File No. 272)

self-advocacy / literature review / independent living / training manual

This report provides trainers with materials and information needed to conduct a training session on self-advocacy for professionals. The report is divided into two major sections. First, a literature review on self-advocacy is provided to help readers develop a foundation in the topic and become familiar with some of the major issues in the field. The second section translates theory into practice and provides a trainer's guide

for a workshop on self-advocacy for professionals. Additional materials and information on self-advocacy are provided in the appendixes: materials necessary to conduct the workshop, a bibliography of professional resources, and an annotated bibliography of consumer materials.

151.

DeStefano, Lizanne; & Wagner, Mary (1991).

Outcome assessment in special education: Lessons learned.
Champaign: University of Illinois; and Menlo Park, CA: SRI International.

outcomes of education / assessment techniques / success / program evaluation / National Longitudinal Transition Study of Special Education Students (NLTS)

This state-of-the-art review of assessment of special education outcomes highlights "best practices" with particular attention to the National Longitudinal Transition Study of Special Education Students (NLTS), in the hope of assisting those who may be considering or planning outcome assessments. Sections are devoted to each of the activities in the outcome assessment process, identifying important issues to consider at each step.

152.

Lundstrom, Francesca (1990).

Parents of young persons with special needs in transition from school to adulthood: Report for participating school districts.
Champaign: University of Illinois at Urbana-Champaign, College of Education, Secondary Transition Intervention Effectiveness Institute.

research reports / parent involvement / transition

Focusing on parents of young persons with mental retardation, learning disability, and emotional disturbance/behavior disorder, this research sought to discover: (a) the extent to which parents are involved in planning for their child's transition from school to adult life; (b) parents' evaluation of their child's education and social/emotional well-being; and (c) which education, rehabilitation, and transition services families perceive are required to meet their specific needs.

The study comprised two phases. Phase 1 used a qualitative approach to gain a clearer picture of the parents' world view. Phase 2 used a telephone questionnaire to quantify issues relevant to these parents, constructed in the light of the findings in Phase 1. Results are discussed.

153.

Syracuse University, Center on Human Policy (1988).

Regular lives [video production and discussion guide]. Washington, DC: State of the Art Productions.

video productions / New York / mainstreaming / community integration.

This program shows the process of integration, or mainstreaming, at work. Accompanied by a discussion guide, this half-hour video educates the audiences most involved with the issues of integration, including parents and educators, business and community leaders, and all citizens who care about a healthy and equitable future for their communities.

154.

Fairweather, James S.; & Shaver, Debra M. (1990).

A troubled future? Participation in postsecondary education by youths with disabilities. Journal of Higher Education, 61(3), 332-348.

postsecondary education / barriers / National Longitudinal Transition Study of Special Education Students (NLTS)

In this article, the potential barriers to postsecondary access for disabled youths are first described, with special emphasis on the institutional components of the transition from secondary to postsecondary education. Next, preliminary results are reported from the first year of data collection in the National Longitudinal Transition Study of Special Education Students concerning the participation of students with disabilities in postsecondary programs. Finally, potential implications for policy and practice are discussed.

155.

Burnham, Sonja; & Satcher, Jamie (1990).

Final report: Project HIRED. Mississippi State: Mississippi State University, Department of Counselor Education. (Comp. No. 84.158C - OSERS File No. 136)

final report / Mississippi / interagency cooperation / Project HIRED (Handicapped Interagency Rural Employment Development) / rural areas

This final report for Project HIRED focuses on a cooperative interagency approach to transition from school to work for children with mild to severe disabilities. Significant impacts of the project include the development of interagency coordination and emphasis on functional curriculum and community based training. The report included the following attachments: Transitions across

the lifespan of persons with disabilities (Agenda for meeting held in Jackson, MS, April 17-18, 1989), and Oktibbeha community resource directory, Spring, 1989.

156.

Remley, Theodore P., Jr.; Burnham, Sonja; & Funderburg, Cindy (1987).

Audio-visual bibliography. Mississippi State: Mississippi State University, Department of Counselor Education, Project HIRED. (Comp. No. 84.158C - OSERS File No. 136)

literature review / audiovisual material / Project HIRED

This audiovisual bibliography lists available slides, films, and video tapes from the Audio-Visual Library (Owen Bibb Reference Room) of the Mississippi Cooperative Extension Service. Materials were identified to aid in selecting audio-visual materials for a functional curriculum. Although primarily intended for use with training programs, workshops, schools and clubs, these materials are available to anyone in the state of Mississippi who agrees to abide by the lending policies of the Mississippi Cooperative Extension Service.

157.

Remley, Theodore P., Jr.; & Funderburg, Cynthia F. (1989).

Transition from school to work for handicapped students: A guide for community interagency coordination. Mississippi State: Mississippi State University, Department of Counselor Education, Project HIRED (Comp. No. 84.158C - OSERS File No. 136)

Project HIRED / interagency cooperation / transition guide

This transition guide was produced as a procedural manual for implementation of transition services offered by Project HIRED. Components of the manual can be replicated by others to assist in interagency cooperation.

158.

Mississippi State University, Department of Counselor Education (n.d.).

Preparing for the world of work success. Mississippi State: Author. (Comp. No. 84.158C - OSERS File No. 136)

Project WE CAN / Project HIRED / job retention

This booklet offers tips to help students find a job and learn ways to keep it, once hired.

159.

Kallembach, Sheri C.; Coyle-Williams, Maureen; & Glaeser, Mary (1989).

[Resource guides]. Champaign: University of Illinois, Technical Assistance for Special Populations Program (TASPP). National Center for Research in Vocational Education.

teen parents / students at risk / limited-English proficiency / literature review

The Technical Assistance for Special Populations Program (TASPP) at the University of Illinois has produced a set of resource guides targeted for professionals and others who are involved with helping teen parents, students at risk, and students with limited-English proficiency. Annotations and contact information are included in the following:

A. Teen parents: Selected resources for vocational preparation;

B. Students at risk: Selected resources for vocational preparation; and

C. Students with limited-English proficiency: Selected resources for vocational preparation.

160.

Harnisch, Delwyn L.; Fisher, Adrian T.; & Connell, Michael L. (1989).

Human judgment and the logic of evidence: A critical examination of research methods in special education literature. In T. E. Allen (Ed.), *Handicapped youth and the outcomes of their schooling--recent research advances in the United States [special issue]*. International Journal of Educational Research, 13(5), 473-488.

research analysis / special education / transition

This paper provides a conceptual framework for evaluating research on the transition of handicapped youth from high school to post-high school experiences. The authors note that much of the transition research is quasi-experimental and that researchers have typically failed to address issues pertaining to threats to validity, which are pervasive. The paper reviews common research designs with examples from the transition literature for each. The need for a broader and more sophisticated treatment of scientific evidence in the consideration of causal influences is stressed. Finally, the authors argue that the role of human judgment in evaluating research results should be enhanced.

161.

Kiernan, William E.; McGaughey, Martha J.; & Schalock, Robert L. (1988).

Employment environments and outcome for adults with developmental disabilities. Mental Retardation, 26(5), 279-288.

employment outcomes / data analysis / surveys

Data from 1,119 facilities providing vocational services to 112,996 adults with developmental disabilities were used to analyze current employment patterns and client-referenced outcomes. General results included: (a) 5.6% of the sample entered transitional training/employment; 3.7%, supported employment; and 10.6%, competitive employment; (b) 57.6% of the sample were placed or served in sheltered employment; (c) higher wages were associated with less severe disability levels and more normalized employment environment; (d) most clients were placed into service, benchwork, or clerical/sales occupations; (e) most returns were to the preplacement environment if the job terminated, rather than a second alternative; and (f) of those receiving Social Security benefits, more than one half reported that their benefits were affected by employment.

162.

Rusch, Frank R.; Minch, Kathleen E.; & Hughes, Carolyn (1989).

Evaluating the role of job site supervisors in the long-term employment of persons with severe disabilities: Focus on supported employment. Journal for Vocational Special Needs Education, 12(1), 9-15.

supported employment /supervisors / program evaluation

This study investigated support provided to target employees who have been competitively employed. To assess the role of job site supervisors, 10 supervisors in businesses that employed individuals with handicaps were interviewed. Four occupational areas were represented: food service, light industrial, janitorial/maintenance, and warehouse. Job-site supervisors were found to be directly involved in providing support on the job. Supervisors' roles included hiring the employee, modifying the job, providing direct training, assisting co-workers in providing employee support, evaluating the employee, and providing incentives to maintain employee work performance. All supervisors indicated that they would welcome assistance from an employment specialist (job coach) in order to provide additional support to target employees.

163.

Honaker, Kay; & Henderson, Janet L. (1989).

Attitudes of vocational horticulture teachers towards students with handicaps. Journal for Vocational Special Needs Education, 12(1), 27-30.

vocational education / attitudes / Ohio / personnel preparation

Ohio secondary vocational horticulture teachers were surveyed to determine their attitudes toward students labeled developmentally handicapped, learning disabled, physically

handicapped, or severely behaviorally handicapped. Also surveyed were their attitudes toward the ease of integrating these students into regular education programs. Finally, the relationship was assessed between attitudes toward these students and years of teaching experience, level of education, participation in inservice training, experience outside the classroom with individuals with handicaps, and the number of students with handicaps in class. Conclusions show the most positive attitudes were toward students labeled learning disabled, the least positive attitudes toward students labeled behaviorally handicapped. These attitudes tend to be independent of years of experience, inservice training, contact outside the classroom with people who are handicapped and/or number of students with handicaps in the class. The article recommends inservice training for teachers with less positive attitudes. Also recommended were more support services for teachers serving students labeled behaviorally handicapped.

164.

Harnisch, Delwyn L.; & Wilkinson, Ian A. G. (1989, March).

Cognitive return of schooling for the handicapped: Findings from high school and beyond. Paper prepared for presentation at the 1989 annual meeting of the American Educational Research Association, San Francisco, March 27-31, 1989.

High School and Beyond: A National Longitudinal Study for the 1980s / special education / cognitive development

This paper describes a set of longitudinal analyses relating the cognitive development for the 1980 handicapped high school sophomores to their school experience over the period from 1980-1982. Two perspectives are represented: (a) the usefulness of schooling for handicapped students, and (b) school programs and policies for handicapped students. Methodology is presented with a discussion of results.

165.

Balser, Richard M.; Gushee, Kathryn L.; & Harvey, Brenda M. (1990).

Putting youth with disabilities to work: A teacher's guide to a career exploration partnership. Portland, ME: Maine Medical Center, Department of Rehabilitation Medicine, Hospital Industries Program. (Comp. No. 84.158N - OSERS File No. 195)

Maine / career development / severe disabilities / curriculum / transition guide

This guide was developed to encourage and guide community involvement in career exploration for high school students. Although written with special education students in mind, these materials are appropriate for all students at the high school level. Emphasis on getting to know the local labor market and

understanding the employer's point of view is what makes this guide unique. It provides ample opportunity for employers to visit the school and for students to visit local businesses. Lessons/activities cover topics that are appropriate to all special education students -- orientation to the world of work, self-assessment, information gathering, job getting, and job keeping. Information is presented in a general format as a guide to the teacher, and can be presented independently.

166.

Rochester, Jane O.; Sudduth, Alice P.; & Gladden, Debbie (1990).

Learning Disabilities Consortium final report. Charlotte, NC: Central Piedmont Community College. (Comp. No. 84.078C - OSERS File No. 164)

final reports / North Carolina / learning disabilities / postsecondary education

This final report describes the cooperative effort of Central Piedmont Community College, University of North Carolina at Charlotte, and York Technical College to facilitate the transition of students with learning disabilities to postsecondary education. The LDC Project accomplished six major objectives established in the original proposal:

1. Develop a model that will provide a smooth transition from: high school to college; community and technical colleges to four-year colleges; and technical, community colleges and universities to the world of work.
 2. Provide direct transition services to 100 students with learning disabilities during each of the project's three years.
 3. Identify an early and in-depth assessment of each individual student as being critical to effective institution and course placement process.
 4. Focus on the development of improved articulation with local school systems to foster early contacts with learning disabled students.
 5. Provide significant faculty and staff in-service to enable them to more effectively meet the needs of learning disabled students.
 6. Carry out a comprehensive community-education program about the nature of learning disabilities and about the positive qualities of students with learning disabilities in order to raise the awareness of the general public, including potential employers.
- Case studies are included.

167.

Wyoming Department of Employment, Division of Vocational Rehabilitation (n.d.).

[Transition informational packet]. Cheyenne: Author. (Comp. No. 84.158R - OSERS File No. 227)

Wyoming / transition guide

This informational packet contains illustrated brochures targeted for parents and employers from the Wyoming Transition Program. Included are:

A. Transition from school...to work...Information for parents, students, teachers, employers, and the community. Looking to the Future - good and getting better (Natrona County School District #1, Vocational Learning Center, Casper, WY).

B. Transition from school...to work (Laramie County School District No. 1, Cheyenne, WY).

C. Resource directory (Community Transition Services Team, Case Management Program, Cheyenne, WY).

168.

Lichtenstein, Stephen; & Nisbet, Jan (1990).

A compendium of research & evaluation in secondary special education, transition, and related topics. Durham: University of New Hampshire, Institute on Disability. (Comp. No. 84.158N - OSERS File No. 235)

New Hampshire / policy analysis / special education / vocational education / vocational training

The purpose of this compendium is to bring to the practitioners and policymakers of New Hampshire a collection of recent studies on issues related to secondary special education, vocational education, and job training for students with disabilities. Each of the research and evaluation studies provides findings, implications, and recommendations that will help focus local and state initiatives.

169.

Stodden, Robert A.; Campbell, Robert E.; James, Ronald K.; Bisconer, Sarah W.; Leake, David; & Takayama, Connie (1990).

The Hawaii Transition Effectiveness Program replication guide. Honolulu: University of Hawaii at Manoa, University Affiliated Program, Hawaii Transition Effectiveness Program (Comp. No. 84.158C - OSERS File No. 187)

transition guide / Hawaii / interagency cooperation

This guide is a manual to replicate the Hawaii Transition Effectiveness Program, 1987-1990. Contained is the information necessary to develop, implement, and evaluate an interagency cooperative transition planning, and evaluation and intervention program to increase the effectiveness of transition services to youth with disabilities program.

The manual was written for professionals engaged in the delivery of transition services to youth with disabilities who recognize the need for a systematic approach to evaluate the

effectiveness of transition service delivery in their community. As such, the replication guide provides a general framework and practical programmatic information that school personnel and community service delivery agencies can utilize as they organize into a cooperative team, identify important transition planning variables, plan and implement evaluation activities, analyze transition program effectiveness, and implement transition system change activities. The manual assumes the reader has practitioner knowledge of special education and transition service delivery.

170.

Florida Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students (1990).

Focus on outcomes: Comparisons of graduates and non-graduates of programs for students with handicaps in two Florida school districts. Tallahassee: Author. (Comp. No. 84.158R - OSERS File No. 203)

Florida / outcomes of education / quality of life / research reports

This report compares and contrasts postschool outcomes and perceptions of handicapped graduates and nongraduates of public school programs in two Florida school districts. Outcome measures included quality of life indicators, satisfaction, and autonomy. The study found that a greater percent of white students than black graduated from high school with some type of diploma or certificate, and a greater percent female than male. Among the different placement options for handicapped students, students in classes for trainable mentally handicapped had the highest percent of graduates (100%), whereas students placed in full-time classes for emotionally handicapped resulted in the lowest percent of graduates (50%). Graduates reported greater satisfaction with their educational experience than nongraduates.

171.

Troolin, Barbara L. (1987).

The Minnesota transition planning guide. Community integration: A vision for youth with handicaps. Minneapolis: Minnesota Department of Education, Unique Learner Needs Section.

Minnesota / transition / personnel preparation

This Minnesota Transition Planning Guide forms the foundation for training workshops as part of an effort by the State of Minnesota Interagency Office on Transition Services and several of the state agencies that are involved with transition planning. The purpose of the guide is to facilitate change by improving the planning process for postschool opportunities for youth with disabilities. The guide is to be used in conjunction with the Team Training Workshops featured in 1987 and 1988.

The guide is designed to serve two functions:

1. To help parents, students, educators, and adult service providers form partnerships to effectively plan for individuals in the transition from school to adult life.
2. To encourage those involved in transition planning to collaborate as transition planning team member.

172.

Shafer, Michael S.; Revell, W. Grant; & Isbister, Fred (1991).

The National Supported Employment Initiative: A three-year longitudinal analysis of 50 states. Journal of Vocational Rehabilitation, 1(1), 9-17.

supported employment / program implementation / surveys

A national three-year longitudinal study of supported employment is reported. This study surveyed state agencies involved with vocational rehabilitation, mental retardation/developmental disabilities, and mental health as well as other pertinent state agencies to assess the extent and nature of supported employment services. The results indicate that over 32,000 individuals are currently served in supported employment. Overwhelmingly, these individuals are employed in service-sector positions where they work part- or full-time while earning an average hourly salary of \$3.90. The results are discussed in light of their implications for the continued development of supported employment services.

173.

Mank, David; Buckley, Jay; & Rhodes, Larry (1991).

Systems change to supported employment: An analysis of states' technical assistance needs. Journal of Vocational Rehabilitation, 1(1), 19-24.

supported employment / technical assistance / program evaluation

This report represents an assessment of the technical-assistance needs of state-supported employment projects. Results indicate a clear focus on five areas of need: increasing employer participation, employment in the public sector, employment for people with disabilities other than developmental, funding systems, and quality assurance. Results are discussed in terms of the future agenda of the national initiative for supported employment and the Title III state systems-change grants and the reauthorization of the Rehabilitation Act.

174.

Flynn, Thomas; Wacker, David; Berg, Wendy; Green, Kathy; & Hurd, Roberta (1991).

Long-term job retention of workers placed in supported employment. Journal of Vocational Rehabilitation, 1(1), 25-34.

supported employment / job retention / Iowa

Two case examples are described involving long-term maintenance of supported work placements with persons who are moderately or severely disabled: (a) a successful supported employment program conducted by rural Employment Alternatives, Inc., and (b) a successful maintenance procedure conducted by the Ames Community School District. The first example documents that the program was successful based on consumer outcomes and demonstrates the pragmatic problems associated with the lack of fading of job coaches. The second case shows how assessment data can be used to identify a potential maintenance problem (overreliance on a job coach) and how an individually designed maintenance plan can be developed by changing the role of the job coach. The results of these examples are discussed relative to the need for systematic fading plans that are based on direct assessment of individual consumers.

175.

Parent, Wendy; Kregel, John; Wehman, Paul; & Metzler, Helen (1991).

Measuring the social integration of supported employment workers. Journal of Vocational Rehabilitation, 1(1), 35-49.

supported employment / Vocational Integration Index (VII) / social skills

Integration of workers with severe disabilities is an important outcome measure of supported employment. This article examines the specific characteristics that define vocational integration, including company indicators, work-area indicators, employee indicators, and benefit indicators. The Vocational Integration Index (VII) offers employment-service providers a tool for (a) analyzing a job site to determine the opportunities available for physical and social integration and (b) assessing the degree to which an employee with a disability takes advantage of the opportunities for integration. The content of the VII and the procedure for administering and scoring the instrument are described. Further, a case study is presented that illustrates the use of the VII and several intervention strategies that may be utilized to maximize integration for supported employment workers. Issues associated with interpreting integration outcomes and determining appropriate interventions are discussed.

176.

Kregel, John; Banks, P. David; & Hill, Mark (1991).

Effective job matching in supported employment: The Client-Job Compatibility Screening Instrument. Journal of Vocational Rehabilitation, 1(1), 51-58.

supported employment / job matching / Client-Job Compatibility Screening Instrument

The Client-Job Compatibility Screening Instrument is a microcomputer-based assessment and job-placement tool that determines the extent to which the demands and supports available in a specific employment setting match the strengths and abilities of a potential employee. The instrument is designed to improve the job retention of individuals with severe disabilities and to maximize the efficiency of supported employment job development and placement efforts. This article describes the philosophical assumptions underlying the creation of the instrument, summarizes the content of the consumer assessment and job analysis forms, outlines the structure and methodology of the compatibility match process, and reports the results of a series of validation analyses conducted on a sample of 512 individuals with mental retardation. The potential utility of the instrument in local supported employment programs and cautions surrounding the potential misapplication of the instrument are discussed in detail.

177.

Mank, David; Sandow, Dennis; & Rhodes, Larry (1991).

Quality assurance in supported employment: New approaches to improvement. Journal of Vocational Rehabilitation, 1(1), 59-68.

supported employment / program development / quality assurance

The rapid expansion of supported employment has generated calls for adopting standards to ensure quality services. This article discusses state actions that might be taken to improve the quality of supported employment services. The states' difficulty in investing and assuring high quality is also discussed. It is proposed that quality-assurance systems for supported employment include such features as incentives for performance; data systems that are timely and result in feedback and assistance to providers; investment in local ownership; and a decrease in the amount of costly behaviors that are required to meet standards, but do not influence quality improvements.

178.

Sample, Pat L. (1990).

Final report: Secondary Education Transition Model. Fort Collins: Colorado State University, Department of Occupational Therapy, Transition Services. (Comp. No. 84.158C - OSERS File No. 184)

final reports / interagency cooperation / SETM Project (Secondary Education Transition Model) / Colorado / parent involvement

The SETM (Secondary Education Transition Model) Project final report describes five major objectives accomplished during the three-year funding period:

1. Develop a comprehensive, cooperative plan to serve secondary education students with severe handicaps who are transitioning from school to community work and living roles.
2. Establish local cooperative transition teams to assess student abilities and interests, plan and implement individualized services, and evaluate the ongoing effectiveness of transition services. The transition teams will be responsible for ongoing community employment and community integration outcomes for individuals with severe handicaps.
3. Implement districtwide individualized transition services within participating districts leading to community living and employment outcomes for students with severe handicaps.
4. Disseminate a model for cooperative planning and establish cooperative transition teams.
5. Evaluate project outcomes and impact.

An additional, unexpected accomplishment of the project was the adaptation and integration of transition planning into the IEP process of many elementary students, as well as many secondary students with much milder disabilities. This goal continues to be pursued by all participating school districts.

Appendixes include an interagency agreement, SETM survey results, and IEP/ITP Meeting Evaluation Survey Results. Two project products are cited in the two following entries.

179.

Sample, Pat L.; & Gorman, Anita M. (n.d.).

Functional changes of individualized education programs following transition planning training and implementation. Fort Collins: Colorado State University, Department of Occupational Therapy, Transition Services. (Comp. No. 84.158C - OSERS File No. 184)

individual education plans (IEP) / personnel preparation / community integration

A quantitative analysis of Individualized Education Programs (IEP) and objectives was developed to determine if transition-planning training of educators, parents, and related service personnel increased the functional, community-based orientation of the IEPs. IEP records of 34 adolescent students with significant disabilities were reviewed over a four year period according to evaluative criteria for documented need, age-appropriateness, and natural community-based learning environment. Additionally, IEP participant composition during meetings and student participation were assessed to determine if transition planning increased attendance. Significant results were obtained on multiple functional measures and increased student participation. Analysis of meeting participant composition did not reveal significant change.

180.

Sample, Pat; Spencer, Karen; & Bean, Grace (1990).

Transition planning: Creating a positive future for students with disabilities. A manual for students, parents, educators, and adult service providers. Fort Collins: Colorado State University, Department of Occupational Therapy, Transition Services. (Comp. No. 84.158C - OSERS File No. 184)

transition guide / Colorado / SETM Project (Secondary Education Transition Model)

This manual was developed to serve as a guide to transition planning for teachers, service personnel, school administrators, parents, students, and advocates. The transition-planning process described revolves around five major questions:

1. What are the dreams for the student when he/she leaves school? (Transition Goals);
 2. What is the student able to do now? (Current levels of functioning);
 3. What does the student need? (Needs);
 4. What is the student going to do this year? (Annual Goals);
- and
5. Who, what, when, where, and how? (Characteristics of Services).

References, possible topics for discussion, and transition planning formats are also included.

181.

National Association of State Directors of Special Education (NASDSE) (1990).

Education of the Handicapped Act Amendments of 1990 (P.L. 101-476): Summary of major changes in parts A through H of the Act. Washington, DC: Author.

EHA Amendments of 1990 (P.L. 101-476)

On October 30, 1990, President Bush signed into law the Education of the Handicapped Act (EHA) Amendments of 1990 (P.L. 101-476). These amendments reauthorize the discretionary programs under Parts C through G of the Act, make certain changes to Parts A, B, and H, and rename the EHA as the Individuals with Disabilities Education Act.

This document summarizes major changes in the Act resulting from the EHA Amendments of 1990. Summary information on the selected changes, including new provisions added to the law, is organized by Part (A-H) and, within each Part, by provision or program. For each provision that was added or revised by the EHA Amendments of 1990, a brief description of the change is presented along with the affected EHA section number.

182.

Minskoff, Esther H.; Hawks, Robin; Steidle, Ernest F.; & Hoffmann, F. James (1989).

A homogeneous group of persons with learning disabilities: Adults with severe learning disabilities in vocational rehabilitation. Journal of Learning Disabilities, 22(8), 521-528.

learning disabilities / adults / vocational rehabilitation / psychoeducational assessment

The results of a comprehensive psychoeducational assessment of adults with learning disabilities (LD) who participated in vocational rehabilitation are presented. The subjects were found to have low-average general intelligence; lower verbal than performance IQs; attention, reasoning, and auditory memory deficits; academic achievement at the fourth-/fifth-grade level; language problems; and low self-esteem. A comparison of these results and those of other studies of adults with LD in vocational rehabilitation yielded similar findings. A comparison of studies of adults with LD who were clients of vocational rehabilitation with those in college or employed and with those who had been labeled as learning disabled in childhood indicated that the adults with LD in vocational rehabilitation seem to constitute a homogeneous group of persons with severe deficits. The need to subtype learning disabilities by severity and criteria for making such determinations is emphasized.

183.

McDonnell, John; Hardman, Michael L.; & Hightower, Julia (1989).

Employment preparation for high school students with severe handicaps. Mental Retardation, 27(6), 396-405.

severe disabilities / job placement / secondary education / vocational education

An ecological model for employment preparation in high schools that is based upon successful postschool community job placement for students with severe handicaps is discussed. The discussion includes the functions of employment training, the components of a community-referenced model for high school training, and implications for model utility in relation to curriculum and instruction in high school programs.

184.

Neubert, Debra A.; Tilson, George P., Jr.; & Ianacone, Robert N. (1989).

Postsecondary transition needs and employment patterns of individuals with mild disabilities. Exceptional Children, 55(6), 494-500.

mild disabilities / Job Training and Tryout (JT&T) / Maryland

Descriptive data are presented on the initial employment patterns of mildly disabled individuals who participated in a postsecondary, time-limited transition program. Results were interpreted to indicate that the participants (a) obtained entry-level positions with varying employee benefits; (b) benefited from periodic yet ongoing support to maintain employment; and (c) requested continued but minimal support to negotiate job changes in the work world. Further research is indicated concerning the longitudinal employment needs of individuals with disabilities.

185.

El Paso Community College (1989).

Project CAREER curriculum guides. El Paso, TX: Author. (Comp. No. 84.078C - OSERS File No. 211)

curriculum / Project CAREER / Texas

The following set of curriculum guides has been developed by Project CAREER staff at El Paso Community College:

1. General Office Clerk Program (Units I-XXVI: Typing Units, Unit Tests.) Developed by G. Dashley.

2. Landscape Irrigation Systems Installer Program (Student Guide, Units I-III; Instructor Guide, Units I-III). Developed by F. Wiebel.

3. LEA 817 Retail Sales Student Learning Guide (Units 1-9). Developed by E. McLellan.

4. Computer Applications Specialist Program (Unit I: Basic Clerical/Business Skills, Units 1-7; Unit II: Basic Computer Hardware/Software Skills and Unit V: Maintain Professionalism). Developed by P. Flanagan.

5. Computer Applications Specialist Program (Unit III: Business Application Software and Unit IV: Data Entry). Developed by T. Gilbert

6. Computer Applications Specialist Program (Performance Tests). Developed by P. Flanagan and T. Gilbert.

186.

Stodden, Robert A.; Meehan, Kenneth A.; Bisconer, Sarah W.; & Hodel, Sarah L. (1989).

The impact of vocational assessment information on the individualized education planning process. Journal for Vocational Special Needs Education, 12(1), 31-36. (Comp. No. 84.158A - OSEPS File No. 25)

individual education plans (IEP) / vocational evaluation / Hawaii / curriculum-based assessment (CBA)

Results are reported from a three-year research and demonstration project funded by the Office of Special Education and Rehabilitative Services, U.S. Department of Education. A major intent of this research was to facilitate the vocational preparation of secondary students with disabilities and, specifically, to address the use of vocational assessment information in the Individualized Education Plan (IEP) development process. Educational records for 127 secondary students were reviewed to assess the impact of vocational assessment information on decisions concerning the content of IEP vocational goals and objectives. Results focus on the impact of vocational assessment information on the (a) number of IEP vocational goals and objectives written, (b) kinds of IEP items written, and (c) number of IEP vocational goals and objectives written at each level of severity. Recommendations for improving existing vocational assessment procedures include a direct classroom assessment approach that links instructional decision-making to the student development and learning process.

187.

Pugach, Marleen (1987).

The national education reports and special education: Implications for teacher preparation. Exceptional Children, 53(4), 308-314.

special education / personnel preparation / mild disabilities

The preparation of the nation's teachers has received the greatest attention in this era of educational reform. The multiplicity of plans for its reform and their attendant solutions will no doubt affect the way special education teachers are prepared as well. This article examines the content and structure of teacher education as it relates to proposed reforms and considers the impact of those reforms on the existing structure of special education teacher preparation. The primary argument underscores the need to reconceptualize the preparation of teachers of the mildly handicapped in response to current efforts to improve the preparation of general classroom teachers.

188.

Halpern, Andrew S.; & Benz, Michael R. (1987).

A statewide examination of secondary special education for students with mild disabilities: Implications for the high school curriculum. Exceptional Children, 54(2), 122-129. (Comp. No. 84.078B - OSERS File No. 92)

mild disabilities / Oregon / special education / surveys

This article reports the partial findings of a statewide survey of high school special education programs for students with mild disabilities, with a focus on curriculum. Three sources of information were tapped:

(a) special education administrators, (b) high school special education teachers, and (c) parents of high school students with mild disabilities. The return rates were high: 91%, 89%, and 45% for the three groups, respectively. Four basic curriculum topics were investigated: (a) its focus and content, (b) discrepancies between availability and utilization, (c) barriers to mainstreaming, and (d) conditions required for improvement. Both data and recommendations with respect to these topics are presented.

189.

Haring, Thomas G.; & Kennedy, Craig H. (1990).

Contextual control of problem behavior in students with severe disabilities. Journal of Applied Behavior Analysis, 23(2), 235-243.

behavior modification / secondary education / severe disabilities

The authors investigated the impact of contextual variation on the effectiveness of two interventions. The problem behavior of two students with severe disabilities was analyzed across two contexts (task and leisure). Effects of differential reinforcement of other behavior (DRO) and time-out procedures were examined. Results indicated that in the task context the DRO procedure effectively reduced the problem behavior and increased task performance, whereas the time-out procedure was ineffective. In addition, rate of correct task performance increased during DRO relative to baseline and time-out. In contrast, in the leisure context, the time-out procedure effectively reduced the same problem behavior while the DRO procedure was ineffective. The results are discussed in terms of contextual control of problem behavior and alternative strategies for designing DRO procedures.

190.

Mathews, R. Mark; White, Glen W.; & Mrdjenovich-Hanks, Patrice (1990).

Using a slide presentation to change attitudes toward people with disabilities and knowledge of independent living services. Rehabilitation Counseling Bulletin, 33(4), 301-306.

attitudes / human services

This study examined the effects of a slide presentation prepared by an independent living center. Participants included 135 members of civic, fraternal, and human service organizations. The slide presentation appeared to significantly affect both attitudes toward people with disabilities and knowledge about the center's services. The findings support the potential value of slide presentations as an effective means of sharing information about issues affecting people with disabilities and shaping public opinion.

191.

Hershenson, David B. (1990).

A theoretical model for rehabilitation counseling. Rehabilitation Counseling Bulletin, 33(4), 268-278.

rehabilitation counseling models

Both logically (as tertiary prevention) and politically (as a separate profession), rehabilitation counseling needs a theory base that is distinct from that of curative models. The proposed model identifies four elements contributing to coping that can be disrupted by disability and the type of intervention that each affected element may require: (a) restoring or replacing assets and skills, (b) reintegrating the self-image, (c) reformulating goals, and (d) restructuring the environment. Consequently, the functions of the rehabilitation counselor include: coordination (for a), counseling (for b and c), and consultation (for d).

192.

Wilson, Philip G.; O'Reilly, Mark F.; & Rusch, Frank R. (1990).

An analysis of minority status supported employees in relation to placement approach and selected outcomes. Unpublished manuscript, University of Illinois at Urbana-Champaign.

supported employment / Illinois / minorities / research reports

The employment outcomes of nonminority- and minority-status supported employees in the state of Illinois were examined. Results indicate that minority-status supported employees were younger, had higher IQ scores, and earned more wages per month than nonminority supported employees. Few differences between minority subgroups were identified.

193.

Rusch, Frank R. (Ed.) (1990).

Research in secondary special education and transitional employment. Champaign: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

parent involvement / social skills / co-worker involvement / job retention / research reports

This compendium of research features surveys and studies regarding secondary special education and transition. Chapters are as follows:

1. Parent involvement in transition programs (McNair & Rusch);
2. Using a cognitive process approach to teach social skills (Collet-Klingenberg & Charsey-Rusch);
3. An analysis of minority status supported employees in relation to placement approach and selected outcomes (Wilson, O'Reilly, Rusch, & Tu)

4. Analysis of co-worker involvement in relation to level of disability versus placement approach among supported employees (Rusch, Johnson, & Hughes);

5. Toward a definition of social skills: Implications for adults with mental retardation in employment settings (Chadsey-Rusch);

6. Social interactions of secondary-aged students with severe handicaps: Implications for facilitating the transition from school to work (Chadsey-Rusch);

7. An analysis of the reasons for job separations in relation to disability, placement, job type, and length of employment (Lagomarcino & Rusch); and

8. Co-worker involvement scoring manual and instrument (Rusch, Hughes, McNair, & Wilson).

194.

Edwards, Jean P.; Kimeldorf, Martin; & Bradley, Carolyn (1988).

Final report of the Portland State University Secondary School to Work Transition Research Project emphasizing transitions to work and leisure roles. Portland, OR: Portland State University. (ERIC Document Reproduction Service No. ED 312 804)

mild disabilities / Oregon / job placement / curriculum / secondary education / research reports

The purpose of the project described in this paper was to conduct research on curricular strategies that would facilitate successful transition of handicapped youth from public school to postsecondary work and leisure environments. The curriculum strategies involved teaching skills in searching for leisure activities prior to introducing a job-search curriculum to an intervention group of mildly mentally retarded and learning disabled high school students. Findings showed that 81% of mildly handicapped high school students receiving a job-search education found employment, compared to 58% of a similar group of students without special training who found jobs. Intervention group students used six out of seven job-search techniques, while control group students reported using only two out of seven. The intervention group found jobs that could be grouped in seven different occupational areas, whereas the control group found jobs representing only five different occupational areas. Parents assisted students during the job search primarily by helping complete job applications, providing transportation, and networking with friends for job leads. Transition programs are urged to include training in using the phone book and in developing networking skills.

195.

Walker, Deborah K.; Singer, Judith D.; Palfrey, Judith S.; Orza, Michele; Wenger, Marta; & Butler, John A. (1988).

Who leaves and who stays in special education: A 2-year follow-up study. Exceptional Children, 54(5), 393-402.

elementary education / special education / follow-up studies

A 2-year follow-up study assessed the stability of special education students' mobility, status, and classification labels. A total of 1,184 students were selected in fall 1982 from the elementary special education programs of three cities. Two years later, 92% remained in their school district. Of these, 71% stayed in special education with the same classification, 12% remained with a different classification, and 17% were no longer receiving special education services. The child's original primary classification was the strongest predictor of reclassification and termination. Family background contributed most to mobility. Implications for practice and research are discussed.

196.

Powers, Michael D. (Ed.) (1988).

Expanding systems of service delivery for persons with developmental disabilities. Baltimore: Paul H. Brookes Publishing Co.

community integration / human services / program development

This volume describes service-delivery systems that affect the lives of persons with developmental disabilities and their families, with special emphasis on the organizational structures and policies that govern the behavior of system members. Family, community, educational, medical, and government and legal systems are reviewed. Barriers to implementation and strategies for preventing them are identified. This volume is useful for psychologists, special educators, physicians, and social workers with direct service responsibility for persons with developmental disabilities and their families, for individuals responsible for policy development and program planning and service-delivery coordination, and for graduate students in special education and psychology.

197.

Jageman, Larry W.; & Long, Bill (1990).

Teaching daily living skills to adults with mental retardation: A staff procedures and training manual. Menomonie: University of Wisconsin-Stout, School of Education and Human Services, Stout Vocational Rehabilitation Institute, Materials Development Center.

independent living / curriculum / training manual

The purpose of the manual is to instruct residential and sheltered workshop personnel in how to teach daily living skills to adult persons who have mental retardation. Information and skill-training activities are provided on the following topics: reasons for teaching daily living skills; selecting what to teach; planning to teach; methods of teaching; and monitoring and maintenance of

learner progress. The teaching methods presented have been chosen with consideration for agencies with minimal resources. Thus, they require only the materials of the tasks themselves and are intended to be used primarily in community settings. They are especially valuable to employees with little formal training. The manual provides descriptions of different teaching methods and opportunities to think about and practice them. Task descriptions of daily living skills are not provided. However, the authors recommend materials that describe the task content of a wide variety of daily living skills within the text and in the appendixes.

198.

Steere, Daniel E.; & Pancsofar, Ernest L. (Eds.) (n.d.).

Promising practices in community employment. Glastonbury, CT: Institute for Human Resource Development.

Connecticut / supported employment / quality of life

The content of the manual is organized into four broad areas. Section 1 focuses on the many skills required by employment specialists in supported employment. In addition, an historical perspective on the development of supported employment in Connecticut is provided. Section 2 includes chapters centering on the need to identify the quality-of-life outcomes that are desired by individuals with disabilities and that are the basis for all quality services. Section 3 contains two chapters that focus on the nature of secondary educational services as a stepping stone to integrated employment in adulthood. Finally, Section 4 contains chapters related to the development of effective in-service training and technical assistance strategies in community employment.

199.

Steere, Daniel E.; Wood, Robin; Pancsofar, Ernest L.; Rucker, Ronald E.; Harvey, Paul A.; Harder, Patricia; & Hecimovic, Anton (n.d.).

Introduction to technical assistance in supported employment: Building capacity for excellence. Glastonbury, CT: Institute for Human Resource Development.

technical assistance / supported employment / quality assurance

This manual is an introduction to strategies for professionals charged with providing technical assistance to supported employment programs. The primary intent of this material is to provide technical assistance personnel with an overview of their role in supported employment. In addition, the authors describe a process and structure for providing technical assistance services that lead to quality outcomes for individuals with disabilities. The manual also contains the IHRD Standards of Excellence for Employment

Support Services, which provide benchmarks for measuring quality in supported employment programs. Specific issues that frequently arise in providing technical assistance in supported employment are briefly described to alert readers to the major consultation activities that may occur.

200.

Harder, Patricia J.; Harvey, Paul; Pancsofar, Ernest; Steere, Daniel; & Wood, Robin (n.d.).

Educational competencies for support specialists and supervisory personnel: Supplemental guide. Glastonbury, CT: Institute for Human Resource Development.

supported employment / personnel preparation

This supplemental guide suggests activities to help supported employment personnel understand issues and strategies to improve program implementation and outcomes for individuals with disabilities.

201.

Pancsofar, Ernest L.; Harder, Patricia J.; Navickis, Rosemary; Cancemi, Debra; & Totten, Maria (1990).

Enhancing in-service education: Book 1. Glastonbury, CT: Institute for Human Resource Development.

supported employment / personnel preparation / training manual

This booklet includes 25 examples of games or exercises used by presenters when teaching the specific competencies required to be an employment specialist.

202.

Harder, Pat; Pancsofar, Ernest; Steere, Daniel; & Wood, Robin (n.d.).

Promising practices in supported employment: The A-B-Cs of being an employment specialist. Glastonbury, CT: Institute for Human Resource Development.

supported employment / personnel preparation

This module provides a review of critical content for employment specialists who are beginning their work as frontline supports for persons with significant disabilities. The topics answer the question: What are the essential attributes of being a successful employment specialist?

203.

Pancsofar, Ernest L.; & Harder, Patricia J. (1990).

Innovation and you: How to unlock your mind for innovation. Facilitator's guide and participant outline. Glastonbury, CT: Institute for Human Resource Development.

personnel preparation / human services / creativity

This notebook contains a group of activities that will assist participants in opening or reaching their creative potential regarding solutions and challenges in human services delivery.

204.

Thornton, Craig; Decker, Paul; & Good, Thomas (Ed.) (1989).

The Transitional Employment Training Demonstration: Analysis of program impacts. Princeton, NJ: Mathematica Policy Research, Inc.

program evaluation / Transitional Employment Training Demonstration / Social Security income (SSI)

The impact analysis presented in this report addresses the role that transitional employment services can play relative to the SSI program and the goal of providing economic support to persons with mental retardation. The findings confirm the notion that transitional employment can increase the employment and earnings of SSI recipients with mental retardation, but that these impacts are likely to generate insufficient reductions in SSI payments to pay for the considerable costs of the services. The challenge facing researchers and policymakers now is to learn from the experience of the demonstration projects in order to improve the delivery of transitional employment services and to further the goal of integrating persons with mental retardation and other serious impairments into the labor market.

205.

Clark, DeWitt S., Jr.; Hayden, David L.; & Lezzer, Leo L. (1987, October).

The effectiveness of special education programs: Rethinking the initiative. Paper presented at the annual meeting of the American Evaluation Association, Boston, MA. (ERIC Document Reproduction Service No. ED 296 504)

Maryland / special education / outcomes of education / surveys / success

The study compared the life outcomes of four groups of graduates (N=844) from the Maryland high school class of 1981: regular education/nonvocational, regular education/vocational, special education/nonvocational, and special education/vocational.

Data were analyzed to determine how special education graduates differed from regular education graduates in the achievement of life outcomes usually associated with the effectiveness of public education. The most striking finding was the lack of detectable differences between special education and regular education graduates five years after leaving high school. Findings indicated that special education students found jobs, left home, furthered their education, and got married at the same rates as regular education graduates. Thus, results suggested that Maryland special education is effectively meeting the goal of equalizing the educational potential of special education graduates and that participation in special education did not lead to stigmatization or inferior instruction.

206.

Knold, John A. (Ed.) (1986).

Employee training needs as expressed by employers in Washington State. Olympia: Washington State Commission for Vocational Education. (ERIC Document Reproduction Service No. ED 266 280)

Washington / employer attitudes / vocational education / surveys

A study assessed the attitudes of 702 Washington State employers toward vocational education at the secondary and postsecondary levels. The majority of respondents perceived community colleges and vocational-technical institutes, but not public high schools, to be doing a very good job of preparing students for job and careers. Over 90% regarded having a strong background in basic skills as very important. The most important competencies for high school and postsecondary vocational school graduates were positive work habits and attitudes. One-third of the employers had used community colleges or public vocational-technical institutes to train employees. Employers believed subject areas needing increased emphasis at secondary and postsecondary levels are math and English. On-the-job training was provided by 94%, training for the disabled by 13%, and training for displaced or unemployed workers by 12%. Almost 60% reported having been involved in a cooperative relationship with an educational institution. The report's recommendations included: integration of basic and employability skills into vocational education; a strong core curriculum of English, mathematics, and science for all secondary students; more school-business cooperation; and greater efforts by business to meet needs of dislocated and handicapped workers. The survey instrument is appended to the report.

207.

Bruininks, Robert H.; & Thurlow, Martha L. (1988).

Final report: Evaluating post-school transition of secondary students with moderate to severe handicaps. Minneapolis: University of Minnesota, Department of Educational Psychology. (ERIC Document Reproduction Service No. ED 319 202)

final reports / Minnesota / follow-up studies

From October, 1984 through December, 1987, the National Institute of Disability Rehabilitation and Research, formerly the National Institute of Handicapped Research, funded a grant for a project entitled "Evaluating Post-School Transition of Secondary Students with Moderate to Severe Handicaps." The purpose of the project was to conduct four primary activities: (a) development of a follow-up system that is feasible for schools to use to obtain information about individuals with handicaps who leave school; (b) data collection on three special education samples (prospective sample in last year of school, retrospective sample out of school for 3-5 years, and retrospective sample out of school for 8-10 years); (c) data analysis to evaluate long-term effects of secondary programs and feasibility of the follow-up system for school use; and (d) dissemination of research findings and follow-up procedures. During the three years of the project, extensive developmental, data collection, and analyses activities were completed. In addition, project activities provided the basis for continued follow-up and intervention endeavors in the school system. The final report on the project provides the following summary information: (a) objectives, (b) personnel, (c) major activities and findings, and (d) products from project activities.

208.

Wehman, Paul (1990).

School-to-work: Elements of successful programs. Teaching Exceptional Children, 23(1), 40-43.

success / program implementation / transition / special education

This article reviews best practices in secondary special education and identifies elements that must be present in the transition process if young adults with disabilities are to succeed in postsecondary placements.

209.

Wise, Wilmer E.; & Matthews, Cherritta L. (1987).

A study of the relationship of education and transition factors to the job status of mildly and moderately handicapped students.

Dover, DE: State Department of Public Instruction - Division of Research, Planning, and Evaluation, and Exceptional Children/Special Programs Division. (ERIC Document Reproduction Service No. ED 290 299)

outcomes of education / Delaware / mild disabilities / research reports

This study sought to replicate a 1984 Vermont study on the work status of handicapped youth, using data from 415 mildly and moderately handicapped students who graduated high school in 1985 in Delaware with either a diploma or a certificate. The study also

sought to expand the Vermont design to include a broader range of factors relating employment status and school preparation. Factors in both studies found to relate to employment status were: school location, gender, manner of exit, and work experience in high school, with no relationship between employment and vocational experience. Further, in both states, jobs tended to be located through a self/family/friends network rather than through employment-related service agencies. In the expanded study involving Delaware students only, results showed that the special education/ vocational programs were producing employable students, with 67% employed full- or part-time (compared to 80% employment for all youths). The learning-disabled were more likely to be employed than individuals with other handicapping conditions. Program placement (e.g., resource room, self-contained, special school), intensity of special education services, and vocational training were not related to employment status. Factors showing the strongest relationship to holding a job were transportation availability, method of exit from school, and race.

210.

Fuchs, Douglas; Fuchs, Lynn S.; Benowitz, Suanne; & Barringer, Kenneth (1987).

Norm-referenced tests: Are they valid for use with handicapped students? Exceptional Children, 54(3), 263-271.

competency testing / special education

Although norm-referenced tests have been a mainstay in special education placement and program evaluation activity, no systematic effort has ever been undertaken to determine whether handicapped children have been included in the development of the tests' norms, items, and indices of reliability and validity. The present investigation explored this question by analyzing up-to-date user manuals and technical supplements of 27 aptitude and achievement tests. Results indicated most test developers and publishers provide scant data on the appropriateness of their tests for use with handicapped children. Implications for test users, developers, and publishers are discussed.

211.

Lilly, M. Stephen (1987).

Lack of focus on special education in literature on educational reform. Exceptional Children, 53(4), 325-326.

special education / policy analysis

The lack of focus on special education in theSizer, Boyer, and Goodlad reports, as well as in Nation at Risk, is analyzed. It is posited that mere neglect might not account for this lack of attention and that current shortcomings of special education services might lead the authors of the reports to focus on

improvement of general education opportunities for all students rather than increased compensatory education. In its current state, special education for the "mildly handicapped" might well be seen by these authors as part of the problem, rather than part of the solution. To remedy this situation, the author proposes that special educators increasingly see themselves as members of the general education community and work toward more effective integration of special and general education.

212.

Dodd, John M.; Hermanson, Mike; Nelson, J. Ron; & Fischer, Jerome (1990).

Tribal college faculty willingness to provide accommodations to students with learning disabilities. Journal of American Indian Education, 30(1), 8-16. (Comp. No. 84.078C - OSERS File No. 243)

Montana / learning disabilities / tribal colleges / surveys / accommodations / postsecondary education

The purposes of this study were (a) to identify instructional accommodations tribal college faculty members were willing to provide, (b) to determine whether faculty thought use of the accommodation would compromise academic standards, (c) to determine whether students had asked for the accommodation, and (d) to determine whether faculty members had provided the accommodations in the past. Methodology and results are discussed.

213.

Evans, Ian M.; & Brown, Fredda (1986).

Outcome assessment of student competence: Issues and implications. Special Services in the Schools, 2(4), 41-62.

competency testing / special education

Outcome assessment of student competence is an increasingly important area of direct relevance to special services. With the growing attention given to this challenging task has come recognition by practitioners of the need to more fully understand what constitutes outcome assessment. As a response to this need, a conceptualization of outcome assessment of student competence is provided in this article, while pertinent issues and implications are also discussed.

214.

Schill, William J. (Ed.) (1988).

Transition research on problems of handicapped youth (Project TROPHY. Occasional Papers Number 2). Seattle: University of Washington. (ERIC Document Reproduction Service No. ED 299 445)

transition / barriers / employer involvement / individualized transition plans (ITP) / supported employment /

The five papers in this publication deal with topics related to problems associated with transition from school to independent living for handicapped youth.

1. Individual transition plans: From lip service to implementation (Stowitschek & Kelso).
2. Supported employment: Program features compared to outcomes (Nelson & Stowitschek).
3. Salient features distinguishing highly active from minimally active early work experience programs for mildly handicapped youth (Cohen, Stowitschek & Williams).
4. The employed handicapped: Characteristics of their employers (Schill, McCartin, Craig & Boyd).
5. Employer perspectives and handicapped employees experiences: An empirical analysis (Schill, McCartin & Matthews).

215.

Haynes, John; & Justice, Tom (Ed.) (1988).

Organizational barriers to transition: Summary. Sacramento: California State Department of Education, Education Transition Center. (ERIC Document Reproduction Service No. ED 302 010)

transition / barriers / research reports

This study sought to identify the barriers that impact the ability of disabled youth to successfully make a transition from school into employment and a quality adult life and to specifically define organizational disincentives to successful transition. Current research is reviewed relating to organizational barriers to successful transition. A survey instrument was developed and used to interview 125 representatives of primary youth-adult service provider agencies and interest groups, including education agencies, rehabilitation/habilitation services, Job Training Partnership Agency programs, regional centers, Department of Vocational Rehabilitation, advocacy groups, and parent groups. Results indicated that barriers and disincentives to the transition process existed in the areas of: program operation/system delivery, attitudes, collaboration, funding, personnel training, and eligibility procedures. Respondents felt that the educational system possessed the greatest number of barriers to transition, followed by parents and rehabilitation services. Recommendations for change conclude the report.

216.

University of Vermont. College of Education and Social Services. Department of Special Education (1990).

Vermont's School-Based Supported Employment Model: Interim report. Hartford: Author. (Comp. No. 84.158N - USERS File No. 194)

Vermont / supported employment / model programs / interim reports

Vermont's School-Based Supported Employment Model has demonstrated that a program that consists broadly of the following components can greatly increase student outcomes of integration, employment, and opportunities for students to be educated in their local districts: supported employment; transition planning; effective collaboration with families, local and regional school programs, community agencies, state department of education and university personnel; a wide variety of program options. This interim report highlights the following areas: student employment data, model-related products, training and dissemination activities, and impact on involved parties.

217.

Amarillo College. ACcess Division/ACcessibility Services (1991).

Final evaluation report: Transitional Assistance for Postsecondary Students (TAPS). Amarillo, TX: Author. (Comp. No. 84.078C - OSERS File No. 167)

final reports / Project TAPS (Transitional Assistance for Postsecondary Students) / Texas / learning disabilities / postsecondary education

The Transitional Assistance for Postsecondary Students (TAPS) program, first implemented at Amarillo College in the Fall 1987 semester, was designed to provide transition into college for learning disabled students who had the potential to succeed in college. As a part of this transition program a group of specialized courses were developed and classroom accommodations were designed and implemented. Through the three-year term of the project, many lessons were learned, and changes and modifications took place. The report details both successful and unsuccessful strategies in an effort to provide as much information as possible for anyone wishing to replicate the program. Appendixes include: Initial Interview and Referral Form, TAPS Intake Process, Application for TAPS, transition plan, TAPS Students Follow-Up Survey, and other forms.

218.

Michaels, Craig A. (1991).

Enhancing vocational possibilities for young adults with learning disabilities: Final report. Albertson, NY: Human Resources Center, National Center on Employment and Disability. (Comp. No. 84.078C - OSERS File No. 161)

final reports / New York / learning disabilities / postsecondary education

The National Center on Employment and Disability, Human Resources Center, initiated a three-year federally funded postsecondary demonstration project on September 1, 1987 to assist

community college students with learning disabilities transition from school to work. The project combined the successful techniques of both vocational rehabilitation and special education in order to impact all major phases of the transition process for college students with learning disabilities. Specific emphasis was placed on the following components:

1. Comprehensive individualized assessment
2. Campus-based pre-vocational support services;
3. Coordinated referral and service delivery among service providers;
4. Placement readiness skills;
5. Job-seeking and job-keeping skills;
6. Supported job placement assistance; and
7. Structured follow-along.

This three-year project demonstrated how vocational possibilities for community college students with learning disabilities could be enhanced through the provision of comprehensive vocational support services.

219.

Marlett, N. J.; & MacLean, H. (1987, May).

A new life-style for persons with severe disabilities: Supported independence. In Baine, D. (Ed.), et al., Alternative futures for the education of students with severe disabilities (Edmonton, Canada, May 6-8, 1987). (ERIC Document Reproduction Service No. ED 310 563)

"Supported Independence Using Individualized Dollars" Model / Canada / independent living / cost effectiveness

The paper presents a model that has provided extensive or partial services for 147 persons with severe and complex disabilities. The model, "Supported Independence Using Individualized Dollars" (dollars allocated to a specific client), emerged when the Calgary Association for Independent Living, a small self-help group of disabled persons, was asked to help a multiply disabled, aggressive, young man to stay in the community. The independent living approach stresses consumer control and choice. Individuals live in ordinary apartments with staff they hire themselves, supported by volunteers and natural supports with a voluntary advisory team as backup. The paper describes changes in behavior, the need for supervision, personal decision-making, and funding patterns over a 2-year period for five clients who had all been expelled from other programs. Scales were developed to describe levels of needed accommodation and personal support as well as personal decision-making abilities. Tables detail the changes in each of the clients. Additional tables present initial and current contract costs for the supported independent living program as well as estimates of per day costs for care in institutions, community group homes, and the supported independence model.

220.

O'Connor, Shelly C.; & Spreen, Otfried (1988).

The relationship between parents' socioeconomic status and education level, and adult occupational and educational achievement of children with learning disabilities. Journal of Learning Disabilities, 21(3), 148-153.

outcomes of education / learning disabilities / research reports

Reports about the educational and occupational achievement of children with learning disabilities (LD) in adulthood have been inconsistent, ranging from optimistic to negative. Generally, studies that show good outcomes have tended to base their conclusions on subjects from high socioeconomic backgrounds. In the present study, data were extracted from a longitudinal study on 226 subjects with learning disabilities in order to determine the nature and extent of the relationship between parents' educational level and socioeconomic status (SES) and the occupational and academic outcome of children with LD. A significant correlation was found between the parent and subject variables, accounting for 28% of the variance. Fathers' SES was the major contributing parent variable. The relationship held across groups of children with LD and controls. The contribution of SES to selected outcome variables was also compared to the contribution of intelligence and degree of neurological impairment. Because SES can confound other variables of interest, it was concluded that this variable should be carefully controlled in future studies.

221.

Kranstover, Laura L.; Thurlow, Martha L.; & Bruininks, Robert H. (1989).

Special education graduates versus non-graduates: A longitudinal study of outcomes. Career Development for Exceptional Individuals, 12(2), 153-166.

outcomes of education / special education / research reports / Benefit-Cost Project

A recent research project conducted at the University Affiliated Program (UAP), University of Minnesota, followed a number of special education students categorized as educable mentally retarded (EMR), learning disabled (LD), emotionally disturbed (ED), and speech impaired (SP), who had been out of school for 1-8 years. This Benefit-Cost Project was designed to help determine the impact of secondary school curriculum on the demands of postschool life by addressing the following questions: Do special education programs influence opportunities for improving quality of life for persons with handicaps? To what extent do youth with mild handicaps achieve the desired goals of employment, financial independence, and social opportunity? Methodology and findings are discussed.

222.

Gill, Doug; & Edgar, Eugene (1990).

Outcomes of a vocational program designed for students with mild disabilities: The Pierce County Vocational/Special Education Cooperative. Journal for Vocational Special Needs Education, 12(3), 17-22.

mild disabilities / Washington / vocational education / outcomes of education / research reports

This article reviews some of the basic assumptions of vocational education programs for students with mild disabilities. An overview of the Pierce County Vocational/Special Education Cooperative is presented along with data on the employment level, quality of employment, and attendance in postsecondary education settings of program graduates (N=120), a preintervention group (N=120), and a comparison cohort (N=564). Significant differences were noted in favor of the intervention group. Important variables in implementing an effective vocational education program for students with mild disabilities are discussed.

223.

Tilson, George P., Jr.; & Neubert, Debra A. (1988).

School-to-work transition of mildly disabled young adults: Parental perceptions of vocational needs. Journal for Vocational Special Needs Education, 11(1), 33-37.

mild disabilities / parent involvement / surveys / Job Training and Tryout (JT&T) Program

This article reports findings from a survey of parents whose mildly disabled sons/daughters participated in a time-limited transition program, Job Training and Tryout, after exiting the public school system. Parental expectations of their sons'/daughters' employment and independent living outcomes are examined as well as parental perceptions for vocational abilities and training necessary to facilitate the transition planning process for these young adults. This study is part of a five-year research grant investigating the effects of a time-limited transition program on mildly disabled youths' entry to the world of work.

224.

Scuccimarra, David J.; & Speece, Deborah L. (1990).

Employment outcomes and social integration of students with mild handicaps: The quality of life two years after high school. Journal of Learning Disabilities, 23(4), 213-219.

mild disabilities / outcomes of education / surveys

The employment outcomes and social adjustment of mildly handicapped students were examined in a sample of 65 randomly selected youths who exited high school in 1984. Personal and telephone interviews were conducted to obtain current employment data such as income, employment and training history, and use of community and social services in securing employment. Postschool social adjustment data included marital status, place of residence, types and frequency of social activities, friendship patterns, and satisfaction with social life. Seventy-eight percent of the respondents were employed. The majority worked full-time for minimum wage or better, were satisfied with their jobs, and relied on a self-family-friend network to secure employment. The majority of respondents were single, resided at home, and engaged in a variety of social activities on a regular basis. When the employment and social activity variables were combined, it was found that over 60% of the respondents were employed and held positive perceptions of their social life.

225.

Mulkey, S. Wayne; & Brechin, Connie C. (1988).

Transition-to-work: The physical pursuit. Journal of Rehabilitation, 54(4), 31-36.

physical disabilities / transition / advocacy

The rehabilitation community has become responsive to the transition from school-to-work initiative of the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). However, the primary focus of this mission seems to be concerned largely with disabilities categorized in the mental classifications. This article advocates recruiting persons with physical disabilities for inclusion in programs offering school-to-work rehabilitation strategies.

226.

Clark, Donald M.; & Hughes, James H. (1988).

Apprenticeship for people with disabilities. American Rehabilitation, 14(2), 2-3, 27-28.

model programs / apprenticeships / surveys

To help close the information gap and stimulate further program developments, the National Association for Industry-Education Corporation (NAIEC), under a grant from the National Institute on Disability and Rehabilitation Research, U.S. Department of Education, conducted a state-of-the-art study in 1985-86 on the participation of disabled people in apprenticeship programs. The results of this one-year study are discussed.

227.

Everson, Jane M.; & Metzler, Helen D. (n.d.).

Supported employment personnel: An assessment of their self-reported training needs, educational backgrounds, and previous employment experiences. Unpublished manuscript, Helen Keller National Center, Sands Point, NY.

personnel preparation / supported employment / surveys

A regional survey of 142 supported-employment program managers and 519 direct service personnel was conducted in the states comprising Rehabilitation Services Administration (RSA) Region III in order to identify respondents' self-reported training needs, educational backgrounds, and previous employment experiences. The results indicate that currently employed supported-employment personnel are female, young, highly educated, minimally paid, and have held a variety of jobs prior to their employment in supported employment programs. Personnel training appears to have been effective in introducing personnel to supported employment philosophy, management, and implementation strategies. However, the findings indicate that there remains a need for technical assistance to refine the skills of both personnel types.

228.

Research and Training Center on Community Living. University of Minnesota, Institute on Community Integration. (1990).

Effective self advocacy: Empowering people with disabilities to speak for themselves (Report #90-4). Minneapolis: Author.

self-advocacy / program development

This report is a record of the discussion during the workshop, "Assisting People with Developmental Disabilities to Speak Effectively for Themselves," held at the 114th Annual Conference of the American Association on Mental Retardation, May 30, 1990. The workshop brought together 18 people from seven states who have extensive experience in developing self-advocacy groups for persons with developmental disabilities. Some were leaders from local and state self-advocacy groups. Some were paid staff responsible for supporting self-advocacy, while others were volunteer helpers for self-advocacy groups. The report contains participant's comments in response to three questions:

1. What works to help people speak for themselves to change their own lives?
2. What works to help people speak out to change conditions for all people with disabilities?
3. What will strengthen self-advocacy?

229.

Mason, Christine Y. (1990).

Consumer Job Satisfaction Scale. Washington, DC: National Association of Rehabilitation Facilities.

Consumer Job Satisfaction Scale / program evaluation / consumer satisfaction

The Consumer Job Satisfaction Scale is based upon interviews with approximately 30 consumers as a part of NARF's review of Exemplary Supported Employment Practices. NARF proposes the current draft be appropriately modified by input from consumers, service providers, employers, families, and agency personnel. Additionally, NARF anticipates that changes will be recommended as the instrument is used during field testing in the next year. The scale is based primarily on consideration of the needs of supported employees with developmental disabilities. Designed for individuals with cognitive impairments and limited verbal skills, the Consumer Job Satisfaction Scale includes an appendix with suggested modifications and additional/replacement items for other populations. The Consumer Job Satisfaction Scale is intended to be used for the following purposes:

1. Personal futures planning;
2. Immediate program modification/development;
3. Evaluation of the effectiveness of current programs;
4. Internal program review;
5. Program review conducted by another agency.

230.

Whitehead, Claude W. (1990).

Guidelines for labor unions and their members. Dade City, FL: Ralard Printers, Inc.

labor unions / job development

This brochure is designed to enlist the participation and support of organized labor in Ohio and elsewhere in expanding employment opportunities and options for persons with developmental and similar disabilities. Therefore, the pamphlet focuses on the productive capacities of persons with disabilities and suggest strategies for helping qualified candidates get into the labor market. Action proposals include those directed at the State AFL-CIO Council and Central Labor Council leaders as well as local unions and their individual members.

231.

Whitehead, Claude W. (1990).

Guidelines for employment specialists, counselors, job coaches, and advocates. Dade City, FL: Ralard Printers, Inc.

labor unions / job development

In order to take advantage of the new employment opportunities, persons involved in job development, training, placement, and advocacy must become familiar with the local unions and learn how to include the unions effectively in the job-development and placement process. While unions can be an important partner, they likely will require special cultivation and understanding. This brochure provides guidelines for cultivating partnerships between employers and rehabilitation organizations.

232.

Whitehead, Claude W. (1990).

A manual for labor organizations and their members & rehabilitation organizations, employment specialists, job coaches, rehabilitation counselors, and advocates. Dade City, FL: Ralard Printers, Inc.

labor unions / job development

This guidebook consists of two sub-parts: the first is directed at labor unions and their members in an effort to inform them about the productive capacities of persons with disabilities and suggest strategies for helping qualified candidates get into the labor market. Action proposals include those directed at the State AFL-CIO Council and Central Labor Council leaders as well as local unions and their individual members. The second subpart targets rehabilitation and employment services agencies and organizations, including employment specialists, vocational rehabilitation counselors, advocates, and supervisors to increase their knowledge and understanding of the role and function of labor unions in influencing employment and promoting work-related benefits and thereby enhancing their effectiveness in working with unions. Suggestions for action include those by direct service providers as well as program administrators.

233.

Sacks, Sharon; Russell, Debbie; Hirsch, Marilyn; & Gaylord-Ross, Robert (1990).

Social skills training: What professionals say they do. Manuscript submitted for publication. San Francisco: San Francisco State University, Department of Special Education.

social skills / secondary education / surveys

Social skills training (SST) has been an important vehicle for the successful integration of disabled students. The present study attempted to assess how educators are implementing SST with disabled students. Based on responses to a questionnaire administered to 278 professionals across 10 school districts, general agreement was found in responses across type of professional and type of student taught. Approximately 60% of the

educators reported conducting SST. In addition, a number of acceptable practices were frequently used, including: direct observation assessment, behavioral techniques, and functionally important social behaviors. However, many desirable SST methods were underutilized, including: peer-mediated instruction, validated curriculum, and community-relevant behaviors. The major impediments cited for conducting SST were time restrictions and academic requirements. While SST was valued by educators, they appeared to need inservice training by exposure to model programs and validated curriculum.

234.

Park, Hyun-Sook; Tappe, Phyllis; Cameto, Renee; & Gaylord-Ross, Robert (1990).

Social support and quality of life for learning disabled and mildly retarded youth in transition. Manuscript submitted for publication. San Francisco: San Francisco State University.

quality of life / learning disabilities / mild disabilities / research reports / social support

A study investigated the transition of youth with regard to quality of worklife, social support, and quality of life. Mildly mentally retarded (MR), learning disabled (LD), and nondisabled (ND) youth were examined during the last year in high school and while attending community college. A cross-sectional design used a 3x2 analysis of variance to evaluate their transition on a number of measures. The study found that MR young adults had a relatively high quality of work life. Yet, they did not increase their independence upon entering adulthood with respect to environmental quality of life or social support at home or in the community. Learning disabled young adults had a particularly difficult time in their quality of worklife. Finally, the ND youth were consistently superior in giving social support. A continuum of reciprocal support was postulated. Interventions to improve the vocational and social life of LD youth were also suggested.

235.

Baumgart, Diane; Filler, John; Askvig, Brent A.; & Gee, Russ (198:).

Annotated bibliography on social skills instruction for persons with disabilities. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

social skills / literature review

The articles in this annotated bibliography highlight research and current practice in the area of social skills instruction for persons with disabilities. The first section covers articles on

social skill instruction for children, both preschool and school age, while the second section reviews articles on social skill instruction for adults. This bibliography is not meant to be exhaustive, but rather illustrative of the literature on this topic.

236.

Baumgart, Diane; Filler, John; Askvig, Brent A.; & Gee, Russ (1989).

Annotated bibliography of theoretical papers, literature reviews, and position [sic] papers on social skills for persons with disabilities. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

social skills / literature review

This bibliography presents articles on assessment, motivation, instruction, and theory along with several literature reviews on social skills instruction for persons with disabilities.

237.

Baumgart, Diane; Filler, John; Askvig, Brent A.; & Gee, Russ (1989).

Annotated bibliography on behavioral self-control strategies for persons with disabilities. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

self-control training / literature review

This annotated bibliography covers articles and chapters on theory, application, and research on behavioral self-control strategies for persons with disabilities, particularly mental retardation. "Behavioral self-control" is defined here as a set of techniques that an individual may use to exert increasing amounts of control over his/her own behavior. These techniques include self-monitoring, self-instruction, and self-reinforcement. The literature indicates that behavioral self-control strategies may facilitate independent task performance, and generalization and maintenance of responses. Applications in a variety of contexts and with several different behaviors are presented.

238.

Baumgart, Diane; Filler, John; Askvig, Brent A.; & Gee, Russ (1989).

Annotated bibliography on social support networks. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

literature review / social support

This bibliography constitutes a resource in the area of social support and social-support networks. The entries are divided into two sections: Articles in section one are mainly concerned with theoretical foundations and constructs in the general areas of social support and social networks. In section two, articles look at the application of these theories toward the creation of interventions designed to develop and/or adjust social-support networks.

239.

Baumgart, Diane; Filler, John; Askvig, Brent A.; & Gee, Russ (1989).

Annotated bibliography on social/sexual skills for persons with moderate/severe handicaps. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

social skills / literature review

This bibliography is divided into three sections: (a) characteristics and concerns about sexuality and persons with moderate/severe handicaps; (b) curriculum materials and methodology; and (c) parent/caregiver perspectives. Each section provides the reader with a unique look at the many facets of the topic of sexuality and persons with handicaps.

240.

Baumgart, Diane; Filler, John; Askvig, Brent A.; & Gee, Russ (1989).

Annotated bibliography on social skills assessment of persons with disabilities. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

social skills / literature review

The articles in this bibliography discuss components necessary for assessing the social skills needs/deficits of persons with disabilities. Several assessment methods, such as sociometrics, behavioral observations, self-reports, and behavioral checklists, are described along with the potential drawbacks and benefits.

241.

Baumgart, Diane; Filler, John; Askvig, Brent A.; & Gee, Russ (1989).

The effects of three types of career exploration instruction on the career choices of adolescents with handicaps. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

career development / research reports

Researchers have noted that information about a job can influence a person's perceptions of his/her ability to perform that job. In this study, job information was presented via one of three types of career-exploration instruction to adolescents with handicaps to determine the effects of their career choices. Nine students with mild or moderate handicaps completed Q-sorts or pictures of entry-level jobs in their communities both before and after instruction. The students' choices were compared to the ratings of an expert panel and percent agreements were obtained. An analysis-of-variance procedure on the agreements yielded no significant differences between the types of instruction used, between the pre- and postinstruction choices, or for an interaction effect of the type of instruction and the pre-/postscores. Suggestions for future research in the area of career choice for persons with handicaps are provided.

242.

Baumgart, Diane; Filler, John; & Askvig, Brent (1990).

Perceived importance of social skills: A survey of teachers, parents and other professionals [Draft]. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

social skills / curriculum / surveys

The importance of social skill instruction within the curriculum has long been recognized and discussed in the literature. However, implementation of this area of instruction has been sporadic, and reasons for this have been hypothesized by researchers and teacher trainers alike. This study investigated the importance of ratings and rankings of social skills by 263 parents, teachers and other professionals nationwide. Personal interviews with teachers were conducted along with inspection of IEP documents in an effort to relate perceptions of importance to actual implementation of social skill instruction. Barriers to implementation were also recorded and analyzed. A discussion of the results and recommended directions for future research are provided.

243.

Baumgart, Diane; & Askvig, Brent (n.d.).

Social skills instruction: Expectations for outcomes [Draft].

Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

social skills / curriculum / outcomes of education

Because a large number of persons with handicaps demonstrate social skills deficits, it is imperative for teachers and trainers to intervene in this area. However, many interventions and research in social skill instruction have not focused upon long-term and generalized outcomes. Instead, researchers have been satisfied with the more immediate consequences of the target skill in terms of increases (or decreases) in rate, frequency, or intensity. What is required, however, is an emphasis on more longitudinal outcomes. Persons receiving instruction should not only improve in the target skill, but should accrue other benefits as well. Such benefits may be in the form of additional social interactions, community employment, and overall greater community access. Without attention to these outcomes, the true potential and outcome of social skill instruction will be missed.

244.

Baumgart, Diane; Filler, John; Hyatt, Keith; & Askvig, Brent A. (n.d.).

An investigation of critical job-related social skills: An employer survey [Draft]. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

social skills / employer attitudes / surveys

This study examined the perceived importance supported-work supervisors from sheltered workshops and community employers assigned to 15 job-related social skills identified in the literature. Based on participants' responses to a survey, seven skills were rated significantly more important than the remaining skills. The skill rated highest was "accepting and following instructions," while the skill rated least important was "dressing appropriately for the job." The information collected further validates the importance of the job-related social skills cited in the literature.

245.

Baumgart, Diane; Gee, Russell; & Askvig, Brent (n.d.).

A pre and post graduation study of social support networks of adolescents with mild learning disabilities [Draft]. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

social support / self-esteem / secondary education / research reports

This research represents an initial investigation of the social-support networks of high school students with and without learning handicaps prior to and following graduation. The investigation used the Sarason, Sarason, Shearin, and Pierce (1987) framework for social support and included a measure of self-esteem. The research explored the measures of social support and self-esteem pre and post graduation and compared the measures of students with and without disabilities in these two situations.

246.

Baumgart, Diane; Gee, Russell; & Askvig, Brent (n.d.).

Video taped self-modeling as a social skill intervention: A single-subject investigation [Draft]. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

social skills / videotaping / research reports

This single-subject study investigated the effects of videotaped self-modeling upon the performance and generalization of a social skill behavior (mouth wiping) by a 19-year-old female with moderate mental retardation. Self-modeling videotapes showing the subject appropriately wiping her mouth only, and including self-instructional statements, were constructed using naturalistic and role-played footage. The subject viewed these 5-minute-long tapes 3-5 times each week for 11 weeks. Self-monitoring was later added as a component of the intervention.

The results indicated that self-modeling videotapes including self-instructional statements were not powerful enough alone to improve the subject's percentage of appropriate mouth wiping and rate of mouth wiping. Improvements in rate of mouth wiping were recorded only following the addition of a self-monitoring program. These effects also generalized to another site where intervention was not initiated. Anecdotal data indicated that the self-modeling procedure might be a necessary step in enhancing self-esteem and the willingness to accept more obtrusive interventions.

247.

Baumgart, Diane; Anderson, Jane; Hyatt, Keith; & Askvig, Brent (n.d.).

Job-related social skill assessment for students with learning disabilities: What to teach [Draft]. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

social skills / learning disabilities / curriculum / research report

This research represents an initial investigation of the assessment of job-related social skills for instructional purposes. Specifically, the research examined checklist information from teachers, employers, students, and parents to determine if this method could collect reliable information regarding job-related social skill problems and the type of problem (skill or performance deficit). The research involved identifying critical job-related social skills, as defined in the literature and verified by employers, and designing a checklist and procedures. The instrument and procedures were designed to be relatively quick and easy to use, and to direct instructional efforts to problems of students in the area of job-related social skills. A checklist of 11 job-related social skills was used to identify social skill problems and competence areas and to differentiate the problems as either skill or performance deficits. Of particular interest was the students' ability to assess themselves.

248.

Baumgart, Diane; & Askvig, Brent (1990).

Job-related social skill interventions: Suggestions from managers and employees [Draft]. Moscow: University of Idaho, College of Education, Department of Counseling and Special Education, Social Skills Research Project.

employer involvement / social skills / surveys

This study examined the abilities of managers and entry-level employees of community businesses to suggest appropriate and effective strategies for remediating job-related social skill problems of students with mild or moderate handicaps. Phase One was a survey of 202 managers and employees to obtain suggestions for intervening on 14 critical social skill problem areas. The suggestions were evaluated by two special education experts regarding their appropriateness for the students and the situations presented. Phase Two examined the effectiveness of an employer-generated intervention for one high school student with mild mental retardation.

The results of the survey indicate that managers and employees can provide appropriate strategies. Managers achieved a significantly higher proportion of responses rated appropriate than employees. Differences were found among the 14 social skills. The employer-suggested intervention resulted in meeting the target instructional objective at one intervention site only. A self-monitoring procedure was used to facilitate student independence in implementing the procedure and was successful in all settings for the brief period it was implemented. Discussion focuses on the use of managers and employees as important participants in the design and implementation of strategies for addressing job-related social skill problems of students with mild or moderate handicaps in community worksites.

249.

Horn, Christy A.; & Shell, Duane F. (1989?).

CDFA 84.078C Demonstration Project. 1987-1988 final report.
Educational Center for Disabled Students. Lincoln: University of
 Nebraska. (Comp. No. 84.078C - OSERS File No. 111)

final reports / Nebraska / postsecondary education / technology

The Educational Center for Disabled Students was established at the University of Nebraska-Lincoln in August, 1985, to provide services to students with a broad range of both physical and learning disabilities. Specific goals of the Center were to:

1. Improve student academic performance and attitudes toward success in college through the use of computer technology and academic skills training.

2. Establish the Educational Center for Disabled Students utilizing appropriate computer equipment and software.

3. Disseminate model project information concerning computer technology and academic training to prospective students, parents, the business community, and other postsecondary institutions. This report provides a summary of the three years of the project in relation to these goals.

250.

Perin, Dolores; & Flugman, Bert (1990).

The Total Impact Model: A community college/trade school
collaboration for learning disabled young adults. Final report.
 New York: The Graduate School and University Center of the City
 University of New York, Institute for Research and Development in
 Occupational Education, Center for Advanced Study in Education.
 (Comp. No. 84.078C - OSERS File No. 159)

final reports / learning disabilities / New York / vocational
 training

This report describes a federally funded demonstration program for the vocational training of urban young adults with severe learning disabilities who have left high school special education programs. This population, in which underdeveloped literacy and social skills are reflections of a "hidden disability," has often been overlooked in postsecondary education and training. A model program was set up to provide vocational training leading to competitive, skilled employment. Information pertaining to the operation and outcomes of the program are reported. The intended audience for the report includes vocational rehabilitation personnel, community college and proprietary school program directors and administrators, transition researchers, and individuals with learning disabilities and their advocates. The report could serve as a manual for program replication.

251.

Hanebutt, Kathy Klees; & Brooks, Martha A. (Ed.) (1990).

Model secondary programs for students with disabilities: A review of current research and a position paper to guide program improvement in Delaware. Dover, DE: Department of Public Instruction. (Comp. No. 84.158R - OSERS File No. 224)

outcomes of education / model programs / literature review

This paper begins with a review of current outcome studies, discussing what the findings reveal about the effectiveness of special education programs nationally and at state levels in preparing youth with disabilities to be "contributing members of society." Next it examines the literature on model secondary special education programs. The paper concludes with suggestions on how this information can be applied to secondary special education programs in the state of Delaware.

252.

Kercher, Patricia; & Parisot, Arlene (1990).

Project Access final summation 1987-1990. Great Falls, MT: Great Falls Vocational-Technical Center. (Comp. No. 84.078C - OSERS File No. 157)

Project Access / Montana / final reports / postsecondary education

The goal of Project Access was to develop, implement, and validate specially designed and coordinated services and educational programs to facilitate and encourage successful education for individuals with disabilities with their nondisabled peers. This goal was accomplished through the following four major components:

1. Development of a comprehensive model of supportive services in postsecondary vocational education, which would enable individuals with disabilities to maximize their learning potential and, therefore, their transition to work;
2. Development of a competency-based curriculum model that would identify potential barriers that limit handicapped individuals' access to training with their nondisabled peers;
3. Development of a comprehensive inservice model for faculty/staff that would promote integration of individuals with disabilities into postsecondary vocational education;
4. Development of a model of outreach communication to assure that information would be disseminated in a way that would increase awareness and encourage individuals with disabilities to seek access to postsecondary vocational training.

Appendixes include:

- Accommodations Agreement
- Brochure
- Faculty Handbook
- Inservice Survey
- Learning Styles Assessment

Specialized Classes Syllabi
 Student Assessment of Support Services
 Student Handbook

253.

Kercher, Patricia; & Parisot, Arlene (1990).

Access to post-secondary education: A faculty handbook (Rev. ed.).
 Great Falls, MT: Great Falls Vocational-Technical Center. (Comp.
 No. 84.078C - OSERS File No. 157)

Project Access / Montana / accommodations / postsecondary education

This handbook suggests adjustments which can be made in the environment or in teaching styles to accommodate specialized needs without affecting academic integrity. The information should help eliminate barriers to learning and serve as a general guide for maximizing educational opportunities.

254.

Ross-Gordon, Jovita; Gray, Kenneth C.; & Forlizzi, Lori (1990).

Final report. Project STRIDE: Services for Transition to Independence Through Education. University Park, PA: Institute for the Study of Adult Literacy, Pennsylvania State University. (Comp. No. 84.078C - OSERS File No. 215)

Project STRIDE (Services for Transition to Independence Through Education) / Pennsylvania / final reports / mild disabilities

The Services for Transition to Independence Through Education (STRIDE) project was designed to test the feasibility of a model to provide comprehensive training and employment services to adults with mild handicaps using the capacity of existing vocational education classes and special needs support programs in Pennsylvania's secondary school area vocational technical schools (AVTS). The intent was to develop a program with per-pupil cost that would be covered by the Office of Vocational Rehabilitation, thus utilizing existing AVTS resources and increasing the likelihood of continuation and replication. The project was a joint effort of the Institute for the Study of Adult Literacy at the Pennsylvania State University and the Altoona Area Vocational Technical School in Altoona, Pennsylvania. The project was conducted from July 1988 to June 1990.

255.

Institute for the Study of Adult Literacy. The Pennsylvania State University (1990).

A manual for implementing Project STRIDE: Services for Transition to Independence through Education. University Park: Author. (Comp. No. 84.078C - OSERS File No. 215)

Project STRIDE / Pennsylvania / mild disabilities / transition guide

This manual serves as a guide for individuals who wish to set up a vocational-training and job placement program for mildly handicapped adults in a vo-tech setting. It is based on the experiences of staff at the Pennsylvania State University and the Altoona Area Vocational Technical School, Altoona, Pennsylvania, as they developed Project STRIDE, a model vocational training and job-placement program for learning disabled and handicapped adults. Appendixes are included.

256.

Ellien, Valerie (1990).

Curriculum development on supported employment: A resource manual for rehabilitation educators. New York: New York University, Rehabilitation Counseling Program.

supported employment / curriculum / rehabilitation counseling / training manual / psychiatric disabilities

This manual provides information and materials related to supported employment, which can be used in curriculum development by educators of rehabilitation professionals. Concepts relevant to supported-employment policy and programs can be readily integrated into existing curriculum; either through topical additions to existing courses, or through the development of a new course dedicated to supported employment. Developing and supervising fieldwork experience in supported employment can represent particular challenges for the rehabilitation educator. The fieldwork manual included is intended to provide some approaches and guidelines to this critical aspect of professional training.

257.

Heal, Laird W.; Gonzalez, Patricia; Rusch, Frank R.; Copher, Janell I.; & DeStefano, Lizanne (1990).

A comparison of successful and unsuccessful placements of youths with mental handicaps into competitive employment. Exceptionality, 1, 181-195.

success / job placement / research reports

We compared 54 matched pairs of high school students and young adults with mental retardation. One member of each pair had remained successfully employed for 10 or more hours per week at minimum wage or better for at least 6 months, and the other had not. Placement counselors, trainers, or supervisors completed case-study questionnaires about their students (or clients). The results indicated successful placements in a variety of positions and communities across the nation. The most important elements

contributing to this success are placement agency follow-up support, home support, the individual's job skills, social ability, and match to job demands, the creativity and persistence of the placement specialist, incentive to employers (e.g., tax credits and employment subsidies), and employer's support of the placement.

258.

National Information Center for Handicapped Children and Youth (1988).

Self-determination. Transition Summary, (No. 5). Washington, DC: Author.

self-advocacy / parental involvement / barriers

This issue of "Transition Summary" contains articles about self-determination and becoming a good self-advocate, with each article reflecting the experience of someone who has grown up with a disability. Concluding the document are suggestions for parents on helping children achieve self-determination, a brief bibliography, and a list of organizations.

259.

MacMillan, Donald L.; Balow, Irving H.; Widaman, Keith F.; Borthwick-Duffy, Sharon; and Hendrick, Irving G. (1990).

Methodological problems in estimating dropout rates and the implications for studying dropouts from special education. Exceptionality, 1(1), 29-39.

dropouts / special education

Variability in reported estimates of dropout rates is, in part, due to factors that operate independently of true differences that have been demonstrated for student characteristics as well as home and school features. We examine differences in definitions of dropouts, computational methods, and the complexities of defining cohorts. Finally, we explore the importance of sample attrition. We argue that reliable and valid dropout rate estimates are essential before it is possible to establish reasons/causes for dropping out or design prevention programs.

260.

Martin, James E.; Mithaug, Dennis E.; & Burger, Donald L. (1990).

Effects of visual cues upon the vocational task performance of students with mental retardation. Exceptionality, 1(1), 41-59.

visual cues / vocational training / research reports

Numerous studies demonstrate that visual cues combined with trainer instruction enable individuals with mental retardation to complete simple to complex tasks. The actual effect of the visual

cues upon target behavior is unclear. Few investigators have used picture-reading pretests to determine initial picture-reading skills prior to the introduction of trainer instruction. In this study, we compared the effects of trainer demonstrations to four visual cue conditions across easy, moderate, and difficult task performance of secondary-aged students with mental retardation. The results indicated that photographs and line drawings were more effective than demonstrations with mild and moderate mental retardation groups working complex tasks. No differences emerged between visual cues and demonstration conditions across task levels for students with severe and profound mental retardation.

261.

Pierce, Thomas B., Jr.; Luckasson, Ruth; & Smith, Deborah D. (1990).

Surveyed unstructured time of adults with mental retardation living in two community settings: A search for normalization. Exceptionality, 1(2), 123-134.

normalization / community integration / research reports

The authors designed a survey to assess whether 40 randomly selected individuals, equally divided across two settings (ICF/MR, minigroup home), differed in the amounts of time spent in the community, the people with whom unstructured activities were performed, and the choice maker of unstructured activities performed in the community or in homes. Time spent in unstructured activities was divided into four subsets: performed by self, with a peer, with staff, and with family. An analysis of variance (ANOVA) indicated that individuals living in ICF/MR homes spent more time in the community with staff and made fewer choices of their unstructured activities than those living in minigroup homes. Further, those retaining their own legal guardianship and living in ICF/MR homes continued to spend less time in activities they chose themselves. Of those variables reaching statistical significance, the authors questioned meaningful interpretations based on alternative interpretations of the raw data.

262.

Williams, Joanna P.; & Ellsworth, Nancy J. (1990).

Teaching learning disabled adolescents to think critically using a problem-solving schema. Exceptionality, 1(2), 135-146.

learning disabilities / problem solving / research reports

In this study, the authors describe and examine the effectiveness of an instructional program designed to teach learning disabled adolescents to make better personal decisions. Problems were presented in short narratives based on the types of

problems students must solve in their own lives. The program, conducted as part of the students' regular resource room curriculum, incorporated schema-general questions for problem solving coupled with practice in generating problem-specific questions to reach an appropriate decision. Participants were 70 resource room students in two large, urban high schools. The authors employed a pretest-posttest comparison group design. On the posttest, instructed students performed significantly better on (a) identifying a general schema for making a personal decision and (b) applying the schema to reach appropriate decisions concerning novel narratives. The results support the view that application of a general schema to specific problems can be an effective instructional method to improve critical thinking and decision making.

263.

Sabornie, Edward J.; Kauffman, James M.; & Cullinan, Douglas A. (1990).

Extended sociometric status of adolescents with mild handicaps: A cross-categorical perspective. Exceptionality, 1(3), 197-209.

mild disabilities / social skills / research reports

The authors compared adolescents identified as having mild mental retardation, learning disabilities, behavioral disorders, and no known handicaps on regular classroom sociometric status extended to include measures of social impact and social preference. Students attended regular physical education classes in six high schools from two adjacent school districts. The authors administered a rating scale sociometric in physical education classes where students with mild handicaps were enrolled. Results indicated that not all students with mild handicaps were similar in social acceptance, rejection, and preference. Students with mild handicaps also differed in composition of subgroups labeled popular, rejected, neglected, controversial, and average. The authors discuss implications concerning social-standing differences across types of mild handicaps and the value of examining sociometric status in the manner employed here.

264.

Bybee, Jane; Ennis, Pamela; & Zigler, Edward (1990).

Effects of institutionalization on the self-concept and outerdirectedness of adolescents with mental retardation. Exceptionality, 1(4), 215-226.

self-esteem / institutionalization

To support deinstitutionalization, some professionals have used empirical work indicating that institutions have deleterious effects on their mentally retarded residents. In the present study, the authors compared 17 institutionalized mentally retarded

adolescents with 29 noninstitutionalized mentally retarded adolescents on measures of self-image and outerdirectedness. No deleterious effects of institutionalization were found on global self-image or on self-image scores in the cognitive, social, or physical abilities content areas. For both groups, however, global scores were higher than scores in the social and physical abilities domains. Overall, institutionalized adolescents were no more dependent on external cues in solving problems (i.e., outerdirected) than were noninstitutionalized adolescents. The authors found, however, an interaction effect indicating that at higher mental ages, institutionalized adolescents, relative to noninstitutionalized adolescents, relied more on external cues. The results suggest that the effects of institutionalization may be dependent on numerous factors including the specific area of adjustment assessed, the developmental level of the individual, and the quality of the institution.

265.

Minihan, Paul M.; & Dean, Deborah H. (1990).

Meeting the needs for health services of persons with mental retardation living in the community. American Journal of Public Health, 80(9), 1043-1048.

health services / community integration / research reports

Adequate health services are critical to the success of efforts to maintain persons with mental retardation in the community, yet information concerning the health status of this population is limited. This paper presents the results of a survey of 333 mentally retarded persons randomly selected from a population of 1,333 such individuals living in community settings. Almost two-thirds had chronic conditions requiring medical intervention. The top five conditions in terms of prevalence were neurologic, ophthalmologic, dermatologic, psychiatric-emotional, and orthopedic. The majority of conditions were being managed appropriately in the community health system. A substantial proportion can be managed by primary care physicians with limited specialty involvement. For almost 60% of clients with conditions requiring home treatments on an ongoing basis, however, service gaps were identified. Other problems included the reluctance of some providers to accept Medicaid, and the inability of some clients to cooperate with medical examinations.

266.

Hughes, Carolyn (in press).

Independent performance among individuals with mental retardation: Promoting generalization through self-instruction. In Herson et al., Progress in behavior modification.

generalization / self-control training / research analysis

This chapter (a) reviews studies investigating the use of self-instruction among individuals with mental retardation in community settings with generalization of skills as the primary focus, (b) presents a model for teaching self-instruction that promotes independent skill performance (generalization), and (c) discusses future areas of research.

267.

Rojewski, Jay W. (1989).

A rural-based transition model for students with learning disabilities: A demonstration. Journal of Learning Disabilities, 22(10), 613-620.

rural areas / learning disabilities / Nebraska / model programs

This article presents a project that provides and coordinates transition services to high school students with learning disabilities. The Central Nebraska Goodwill Industries Transition Model is a four-phase process initiated during the freshman year of high school. Involvement begins with assessment and evaluation activities that culminate in the development of a transition-planning component to the Individualized Education Plan. A variety of service providers offer assistance to satisfy identified transition needs. Unique features of this model include the development of a regional transition advisory council, personal growth groups for participants, and a private, nonprofit rehabilitation center as the coordinator of transition services.

268.

Porter, Stephen H. (1982).

Employment characteristics of handicapped graduates and dropouts. Adult Literacy and Basic Education, 6(4), 238-244.

special education / vocational education / research reports / outcomes of education

This study was undertaken to compare the employment characteristics of handicapped high school graduates, handicapped dropouts, and nonhandicapped dropouts approximately 12 to 18 months after they had left school. Forty-eight former students from one public school district were surveyed to collect data in four information areas: a) Is there a differential employment rate between handicapped and nonhandicapped dropouts? b) Is there a differential employment rate between handicapped high school graduates and handicapped high school dropouts? c) Are there differential employment rates among handicapping categories? and d) Are there differential employment rates among those who participated in vocational training program and those who did not? Results indicate that participation in a structured vocational program and special education programs that keep students in

school until they earn a high school diploma does have a positive impact on those adolescents once they leave school and enter the competitive job market.

269.

Delaware Transition Project (1990).

Delaware Transition Project. Annual report. 1989-1990. Dover, DE: Author. (Comp. No. 84.158R - OSERS File No. 224)

interagency cooperation / vocational evaluation / Delaware

The 1989-90 Transition Project Annual Report summarizes the activities that have occurred under each of the project's major objectives. The first objective focuses on the transition model. The second objective relates to vocational assessment. The third objective relates to the new federal project and the follow along tracking system. The fourth objective summarizes the project's role as a clearinghouse on transition issues. Finally, objectives five and six focus on the movement to less restrictive environment component of the project. In reviewing the report, the overlaps between the objectives and the strong interagency nature of the project are evident.

270.

Crawford, Robert (n.d.).

Independent living programs: Preparing the learning disabled for life in the real world (or preparing the real world for life with the learning disabled). FACLD Journal, 6(6), 18-19. (Comp. No. 84.078C - OSERS File No. 240)

Life Development Institute (LDI) / learning disabilities / independent living

This article focuses on what a well-balanced independent living program should address in those content areas not covered in school curricula such as functional survival skills, motivation, work ethics, and job specific skills/competencies. The Life Development Institute (LDI), Phoenix, Arizona, is described.

271.

Gonzalez, Patricia; Carren, Michael S.; & Lai, Yee-Rong (1990).

Compendium of project profiles: 1990. Champaign, IL: University of Illinois, Secondary Transition Intervention Effectiveness Institute.

model programs / Secondary Transition Intervention Effectiveness Institute / directories

This document is an updated directory of grants funded under the OSERS Secondary and Transition Initiative. The information and descriptive data in this document were collected in part from the responses to OSERS-funded project characteristics questionnaires distributed in early 1989 to current and recently expired projects. Other project information was obtained from original grant applications and previous years' profiles. The information contained in the individual competition profiles was obtained directly from the grant announcement packets for each competition.

272.

Everson, Jane M. (1990).

A local team approach. Teaching Exceptional Children, 23(1), 44-46

interagency cooperation / individualized transition plans (ITP) / parent involvement / barriers

Transition planning for the 1990s has evolved from simple suggestions for ITP development and student follow-up studies to complex suggestions for long-range local program planning. Viewed in this way, transition planning is not the sole responsibility of one agency or discipline. Instead, comprehensive transition planning requires a commitment from key education and adult service representatives at a local level to problem-solve and address local issues. The resources and strategies suggested in this article are not intended to solve every locality's transition planning problems. Instead, they are presented as examples of the creativity, resources, and commitment that can be generated when local professionals and parents engage in a cooperative and rational problem-solving approach.

273.

Moon, M. Sherril; Diambra, Tricia; & Hill, Michael (1990).

An outcome-oriented vocational process for students with severe handicaps. Teaching Exceptional Children, 23(1), 47-50.

outcomes of education / Virginia / secondary education / program development

This article outlines how a large urban school system in Virginia established a successful vocational transition process for approximately 230 students who were diagnosed as trainable mentally retarded (TMR) and severely/profoundly handicapped (SPH). Recommendations for program implementation are included.

274.

Getzel, Elizabeth Evans (1990).

Entering postsecondary programs. Early individualized planning.
Teaching Exceptional Children, 23(1), 51-53.

individualized transition plans (ITP) / Virginia / barriers

This article discusses the importance of early transition planning for students with special needs. Model programs are identified, barriers are mentioned, and a transition time line is proposed.

275.

Hermanson, Mike; & Landstrom, Barbara (1990).

Serving students with disabilities. Tribal College, 1(4), 6-7.
 (Comp. No. 84.078C - OSERS File No. 243)

tribal colleges / Montana / accommodations

This article describes Salish Kootenai College's program services for students with disabilities. Vocational evaluations and accommodations provide students with support they need to be successful.

276.

Mason, Christine Y.; & Jaskulski, Tecla (1991).

Alternative paths to implementation. Washington, DC: National Association of Rehabilitation Facilities.

supported employment / program implementation

This publication provides guidance in enhancing leadership skills and assists in matching the executive director's management style to desired goals and directions. It also provides a guide to execution and evaluation of the effectiveness of change. The material is designed to allow the user to read and respond to individual sections such as:

1. Are you interested in a brief overview of alternatives for community expansion?
2. Are you interested in strategic planning?
3. Do you want more in-depth information about supported employment, mentoring, or youth at-risk?
4. Are you interested in finding out about successful organizations?
5. Do want a quick summary of the change process?

277.

Chadsey-Rusch, Janis (1990).

Social interactions of secondary-aged students with severe handicaps: Implications for facilitating the transition from school to work. Journal of the Association for Persons with Severe Handicaps, 15(2), 69-78.

social skills / secondary education / transition / research reports

The social interactions of a group of 10 students with severe handicaps attending a junior high school campus were described with the use of narrative recording procedures. The students were observed while engaged in vocational training. In addition, teacher perceptions of behavior were measured, and parents were interviewed regarding their children's future vocational opportunities and their social relationships with peers. The results from this study indicate that (a) these youth of transition age were involved in more task-related than nontask interactions, (b) they were engaged in more interactions with teachers than peers, (c) the purposes of their interactions were similar across contexts, and (d) the youth were dependent on contrived or extra cues and feedback from their environment in their vocational settings. The results are discussed with respect to their implications for facilitating the transition from school to work.

278.

Heal, Laird W.; Copher, Janell I.; DeStefano, Lizanne; & Rusch, Frank (1989).

A comparison of successful and unsuccessful placements of secondary students with mental handicaps into competitive employment. Career Development for Exceptional Individuals, 12(2), 167-177.

success / job placement / research reports

Results of this study indicate that OSERS model programs are succeeding in placing students in a variety of communities across the nation. The most important elements of this success appear to be team effort, involving a solid and energetic transition education staff as well as employer support and employment supervision, and a sensitive match between student and job. These findings are particularly worthy of additional research because they suggest that placements based upon systematically developed objectives and a good job match may facilitate successful transition from school to work by an increasing number of high school students with disabilities.

279.

Lagomarcino, Thomas R.; & DeStefano, Lizanne (n.d.).

Analysis of the relationship between employment integration and selected employment setting characteristics and outcome variables. Submitted for publication to American Journal on Mental Retardation.

Employment Integration Index / supported employment

This study examined the relationship between employment integration, as measured by the Employment Integration Index, and selected employment-setting characteristics and outcome variables. A total of 191 individuals with severe disabilities were assessed in 101 different supported employment-placement alternatives. Significant differences were found between placement approach, level of employment specialist involvement, and type of job. In addition, results indicated moderate positive relationships between employment integration and hours worked per month and hourly wages. Strategies for promoting integration in employment settings are discussed based on these findings.

280.

Lagomarcino, Thomas R.; & DeStefano, Lizanne (n.d.).

The Employment Integration Index: Assessing integration in employment settings. Submitted for publication in American Journal on Mental Retardation.

Employment Integrated Index / supported employment

The purpose of this study was to develop an instrument, the Employment Integration Index, to measure the degree to which employees with disabilities are integrated into community employment settings. Specifically, the study investigated the instrument's psychometric properties in a manner consistent with psychometric standards.

281.

Rusch, Frank R.; Wilson, Philip G.; Hughes, Carolyn; & Heal, Laird (n.d.).

A matched-pairs analysis of co-worker interactions in relation to opportunity, type of job, and placement approach. Unpublished manuscript, University of Illinois at Urbana-Champaign and Arizona State University.

co-worker involvement / supported employment / research reports

This investigation matched 85 workers with and without disabilities by job type and minimal time of employment (at least six months) in an effort to determine if co-worker relations differed between employees with and without disabilities. The

findings suggest few differences: interactions of co-workers without disabilities with their supported co-workers who had disabilities were remarkably similar to their interactions with workers without disabilities in eight of the nine interaction categories investigated. In the ninth category of involvement (i.e., befriending), co-workers without disabilities interacted more among themselves apart from the job. Considering only workers with disabilities, those employed individually in light industry occupations experienced less physical integration than workers employed either in groups or in any other occupation.

282.

Rusch, Frank R.; & DeStefano, Lizanne (n.d.).

Secondary special education and transition services: Model program overview and recommendations. Unpublished manuscript, University of Illinois at Urbana-Champaign.

model programs / OSERS / program evaluation

The authors examined 15 federally funded secondary special education and transition services model programs in response to a request from the Office of Special Education and Rehabilitation Services (OSERS) for grant applications to "enhance [our] understanding of the needs of secondary students" in relation to education and employment objectives. Findings suggest little relationship between OSERS' directives and model program activities and outcomes. Several recommendations are offered to guide the relationships that form between OSERS and model program personnel, including implementation and reporting considerations.

283.

Rusch, Frank R.; Trach, John; Winking, Debbie; Tines, Jeffrey; & Johnson, John (1989).

Job coach and implementation issues in industry: The Illinois experience. In W. E. Kiernan & R. L. Schalock (Eds.), Economics, industry, and disability: A look ahead (pp. 179-186). Baltimore: Paul H. Brookes.

Degree of Implementation (DOI) instrument / job coach / Illinois / supported employment

This discussion of the duties of the job coach is principally devoted to examining training issues involving the job coach. In addition, the chapter describes an instrument, referred to as the "Degree of Implementation (DOI) instrument," that provides a standard for evaluating the implementation of supported employment and a method for assessing the technical-assistance needs of individual programs. The data presented are based on supported employment programs in Illinois.

284.

Rusch, Frank R.; McKee, Meredith; Chadsey-Rusch, Janis; & Renzaglia, Adelle (1988, March).

Teaching a student with severe handicaps to self-instruct: A brief report. Education and Training in Mental Retardation, pp. 51-58.

self-control training / severe disabilities / vocational training / case studies

This case study reports an attempt to teach self-control procedures to a student preparing for employment. The student was taught to request production supplies under two situations: when s/he ran out of supplies and when there were not enough supplies to complete an order. The self-control procedure included self-instructional statements taught to the student during a preinstructional period. The results indicated that preinstruction did not result in the student generalizing performance to the production period. Instead, self-instructional statements were made during the production period only when systematic feedback was provided during the production period. Finally, preinstruction and nonverbal cues present during the actual work period were withdrawn without any loss in performance.

285.

Rusch, Frank R.; Martin, James E.; Lagomarcino, Thomas R.; & White, David M. (1987, December).

Teaching task sequencing via verbal mediation. Education and Training in Mental Retardation, pp. 229-235.

self-control training / verbal mediation / vocational training / research reports

This investigation examined the role of verbal mediation in teaching a woman with moderate mental retardation to sequence her job-related tasks. Following baseline, which consisted of preinstruction and instructional feedback regarding job performance from a job coach, verbal-sequence training was introduced in multiple-baseline fashion across the set-up and clean-up periods of the job. Results indicated that learning to say the tasks in the sequence in which they were to be performed resulted in this employee performing her assigned tasks in the proper sequence. A scheduled change in the tasks to be performed further demonstrated that the employee was capable of mediating her own work behavior by saying she was not going to complete target tasks on designated days.

286.

Rusch, Frank R.; Chadsey-Rusch, Janis; & Lagomarcino, Thomas (1986).

Preparing students for employment. In M. Snell (Ed.), Systematic instruction for the moderately/severely handicapped (3rd ed., pp. 471-490). Columbus, OH: Charles E. Merrill.

supported work model / curriculum / interagency cooperation

This chapter provides curriculum guidelines that will enable school personnel to help prepare students with severe handicaps for employment and to assume a leadership role to enhance these students' meaningful transition from school to work. The chapter also presents the survey-train-place-maintain or supported work model by discussing how to identify job requisites for competitive employment, develop longitudinal curricula, establish community-based vocational training stations, identify placement options, and provide long-term, follow-up services.

287.

Rusch, Frank R.; Chadsey-Rusch, Janis; White, David M.; & Gifford, John L. (1985).

Programs for severely mentally retarded adults: Perspectives and methodologies. In D. Bricker & J. Filler (Eds.), Severe mental retardation: From theory to practice (pp. 119-140). Reston, VA: Council for Exceptional Children.

interagency cooperation / program evaluation / community integration / personnel preparation

/

This chapter describes perspectives and methodologies that enhance services for the severely mentally retarded adult. First, a selective review of the history of programming for severely mentally retarded adults is presented. Next, the "ecobehavioral approach" is introduced from which an overarching framework for the study of community integration is developed; finally, the chapter presents methods to guide service providers with primary responsibility for developing adult programs for severely mentally retarded individuals. The primary methodology, referred to as "social validation," incorporates the opinion of a community by requesting the community to evaluate the practical value of an individual's habilitation goals and to evaluate the results of habilitation efforts to attain these goals. Even in its current early state of development, this methodology is critical to successful community integration of severely mentally retarded adults. Standards for evaluating programs are also discussed, followed by other unresolved issues and problems associated with adult programs.

288.

International Association of Psychosocial Rehabilitation Services (1990).

Organizations providing psychosocial rehabilitation and related community support services in the United States: A national directory (2nd ed.). Columbia, MD: Author.

directories / psychosocial rehabilitation

This national, state-by-state directory of psychosocial rehabilitation and community support-service organizations provides information on contacts, capacity size, services, ages served, and affiliations. Besides information and referral, this directory facilitates communication among agencies for program development, technical assistance, and research.

289.

SUMMIT Independent Living Center. Flathead Reservation, Montana. (n.d.).

Flathead Reservation Accessibility Survey. Pablo, MT: Author. (Comp. No. 84.078C - OSERS File No. 243)

Montana / accessibility guide

This guide was prepared to provide information for persons with disabilities about accessibility to business and public offices on the Flathead Reservation. The Uniform Federal Accessibility standards were used to provide standards when visiting sites to acquire information to be included in the booklet.

290.

Harmon, Adrienne S.; & Leach, Lynda N. (1990).

Annotated bibliography on transition from school to work (Vol. 5). Champaign: University of Illinois, College of Education, Secondary Transition Intervention Effectiveness Institute.

literature review / transition / model programs

Volume 5 of the Annotated Bibliography on Transition from School to Work continues the review of the literature on evaluation methodology, the efficacy of secondary and transitional services, and related topics that was begun in Volume 1 and continued in Volumes 2, 3, and 4. Coverage is not comprehensive, but representative of what has preceded current transition efforts, what is going on now, and what is recommended for future analysis and study. Volume 5 does not duplicate the earlier volumes; therefore, using all volumes will provide a more accurate review of the transition literature. As with the earlier volumes, the intent of Volume 5 is (a) to assist professionals in locating relevant resource materials on transition and evaluation and (b) to facilitate communication and information sharing among professionals of all disciplines involved in transition.

291.

McCombs, Barbara L.; Balser, Richard M.; Harvey, Brenda M.; Gushee, Kathryn; Seger, Joseph; Keely, Maureen; & Mollica, John (n.d.).

Social skills for job success: A critical element in the transition from school to work. Portland, ME: Maine Medical Center. (Comp. No. 84.158N - OSERS File No. 195)

social skills / job retention / SUCCESS curriculum

This monograph describes the SUCCESS curriculum, which was developed to facilitate the social competence of youth in special education programs who are transitioning from high school to the world of work. The curriculum consists of a blend of workbooks and print materials that are modularly designed to allow individualization and tailoring to student and curriculum needs. As a complete curriculum, SUCCESS can be offered over a single semester or an entire school year. Students learn a general problem-solving approach to accepting criticism and asking for help on the job by progressing through five successive levels of skill development. Each level helps prepare the student for behaving appropriately in social interactions with supervisors and co-workers.

292.

Greenan, James P.; & Browning, Debra A. (1989, Winter).

Generalizable interpersonal relations skills for students with handicapping conditions: Are assessment strategies and procedures valid? The Journal, pp. 23-28.

social skills / curriculum / research reports / Indiana

This study field-tested and estimated the validity and reliability of a set of generalizable interpersonal relations skills assessment strategies and procedures on handicapped students enrolled in regular secondary vocational programs.

293.

Zigmond, Naomi; & Thornton, Helen (1985).

Follow-up of postsecondary age learning disabled graduates and drop-outs. Learning Disabilities Research, 1(1), 50-55.

learning disabilities / outcomes of education / dropouts

This article reports the drop-out rate, basic skill competency level, and employment status of a group of learning disabled (LD) postsecondary age youth and a control group of 61 nonlearning disabled (NLD) same-age peers. Findings indicated significantly higher drop-out rates and significantly lower basic-skills competency levels among LD youth. Both LD and NLD high school drop-outs were employed at time of follow-up at a significantly lower rate than their graduating peers. Educational implications of these findings are discussed.

294.

Fairweather, James S. (1988, Winter).

Preparing secondary-level handicapped students for work and life after school: Traditional vs. nontraditional approaches. The Journal, pp. 23-27.

special education / program evaluation / surveys / local education agencies (LEAs)

This article presents the methods and reports the findings of SRI's national survey to collect data indicated in previous studies of special education as being associated with successful secondary vocational and transition-related programs. The research focused on three questions:

1. To what extent do LEAs make traditional vocationally related programs available to secondary-aged handicapped students?
2. How frequently do LEAs offer programs to assist handicapped students prepare for the transition to employment, postsecondary education, and independent living?
3. What characteristics of LEAs and their surrounding communities, if any, explain differences between the amount and types of vocationally related programs offered to secondary-aged handicapped students?

295.

Beckstead, Susan Porter; & Goetz, Lori (n.d.).

The way to go [Videocassette]. San Francisco: CIPSSI Project; SFSU Foundation, Inc.; and San Francisco State University, Department of Special Education (Co-Producers).

video productions / special education / community integration

The Way to Go is an 18-minute video discussing a) methods of teaching basic skills within integrated contexts and community based environments, and b) benefits to regular education and special education students, the family, and the community.

296.

Western Michigan University, Consumer Resources and Technology (n.d.).

Project Test Core [Videocassette]. Kalamazoo: Author/Producer. (Comp. No. 84.078C - OSERS File No. 216)

video productions / Project Test Core / visual impairments

This 8-minute video from Western Michigan University's Project Test Core describes its transition program for individuals with visual impairments and blindness. Accommodations, adaptive

equipment, support services, and job-seeking skills are all part of the vocational training program at the Calhoun Area Vocational Center, Battle Creek, Michigan.

297.

Goetz, Lori; & Gaylord-Ross, Robert (1990).

Now is the time: Employment for people with dual sensory impairments [Videocassette]. San Francisco: Bay Area Personnel Systems (Producer).

video productions / California / Project Opportunity

This 15-minute video from Project Opportunity presents individuals with dual sensory impairments working in real jobs in such settings as TransAmerica, Pizza Hut, as well as department and retail stores. Job coach support is shown and employers are interviewed. Reliability, dependability, productivity, and positive influences are reasons why employers like these capable employees.

298.

University of Kansas, Beach Center on Families and Disability (1990).

Is there life after high school? [Videocassette]. Lawrence: Author.

video productions / supported employment

This video is a teleworkshop for Star Schools Inservice Workshop on supported employment. Rud and Ann Turnbull host and moderate a session on pros and cons of supported employment, a panel of experts, practitioners, and parents and their perspectives, and a call-in session. The video provides a well-rounded introduction to supported employment and is appropriate for classroom instruction.

299.

Johnson, David R.; Thompson, Sandra J.; & Kaufman, Pam (1990).

Interagency planning for transition: Quality standards for improvement. Minneapolis: University of Minnesota, Institute on Community Integration. (Comp. No. 84.158R - OSERS File No. 209)

interagency cooperation / Minnesota / transition guide

This document was prepared to meet the demand for special quality standards and indicators to guide community actions. It is a practical tool for guiding and evaluating interagency transition planning through local community committees.

300.

Rusch, Frank R.; & DeStefano, Lizanne (1990).

Final report: 1985-1990. Champaign: University of Illinois, College of Education, Secondary Transition Intervention Effectiveness Institute.

final reports / Secondary Transition Intervention Effectiveness Institute

This final report of the Secondary Transition Intervention Effectiveness Institute highlights technical-assistance activities, research, and publications for the first five years of funding. Graphs, tables, and maps help illustrate individual chapters. References are included with research chapters. Topics of research included social ecology of the workplace, co-worker involvement, parental involvement, employer acceptance, and transition policy analysis.

301.

Humes, Charles W.; Szymanski, Edna Mora; & Hohenshil, Thomas H. (1989).

Roles of counseling in enabling persons with disabilities. Journal of Counseling & Development, 68, 145-150.

counseling services / vocational rehabilitation / surveys / special education

The role of counseling in enabling students with disabilities has changed over the past 10 years. Other personnel in school settings now counsel students with disabilities, in addition to school and rehabilitation counselors. Evidence to support these contentions is described through the results of a national survey. The specific roles of other counseling-related personnel are noted, and the primacy of transition issues is highlighted. Finally, implications are drawn for implementation of a collaborative consultation model in special education.

302.

Siegel, Shepherd; & Gaylord-Ross, Robert (n.d.).

Employment issues for young adults with mild handicaps. Unpublished manuscript, San Francisco State University, Department of Special Education.

mild disabilities / success / supported employment / research reports

A follow-up study examined the employment success of mildly handicapped young adults. This qualitative study questioned the disabled employee, his/her parents, and the employer on a number of vocationally related items. A four-factor model was advanced to

explain job success. The factors included: job match and accommodation, social acceptance, work attitude, and special services. A total of 41 job situations were queried with 38 completed triads (employee with mild handicap, employer, family). The method of constant comparative analysis was used to analyze the data. Although an aggregate of the four factors correlated significantly ($p=.01$), job match proved to have the most significant ($p=.01$) relationship with the outcome variable. The results were interpreted in light of the need to deliver and understand the types of supported employment services that are appropriate for adults with mild handicaps.

303.

Menchetti, Bruce M.; & Udvari-Solner, Alice (n.d.).

Supported employment: New challenges for vocational evaluation.
Unpublished manuscript, Florida State University and University of Wisconsin-Madison.

supported employment / ecological vocational evaluation / personnel preparation

This article suggests that a fundamental change or paradigm shift in vocational evaluation is necessary to make it functional in supported employment. The authors present an argument for adopting a new ecological model of vocational evaluation in supported employment programs. The model is described and compared to more traditional assessment and evaluation practices. Techniques and procedures for conducting an ecological vocational evaluation are discussed along with a delineation of the roles of the vocational evaluation professional. The article concludes with a discussion of the implications of the ecological vocational evaluation model on the preparation of vocational evaluation professionals.

304.

Suddath, Alice Prevatt (1990).

The Peer Mentor Training Manual [includes hypercard disk].
Charlotte: University of North Carolina. (Comp. No. 84.078C - OSERS File No. 164)

peer involvement / postsecondary education

This manual, accompanied by hypercard disk, is designed to help the prospective peer mentor think through the process of mentoring other college students.

305.

Curry, Keith L.; & Windell, Idajean (1990).

The dually diagnosed offender: Community based service system needs. Perceptions, 25(4), 26-29. (Comp. No. 84.078C - OSERS File No. 213)

VALE Project (Vocational and Literacy Education) / New York / emotional disabilities / learning disabilities

Vocational and Literacy Education (VALE) is a three-year community based demonstration project, which offers literacy classes and vocational referral to mildly retarded and learning disabled offenders. Forty-five percent of the clients served have demonstrated significant emotional problems. Barriers to successful transitioning of VALE clients into work placements are numerous and fall into two major categories. The first category encompasses characteristics of dually diagnosed offenders; the second addresses inadequacies within the service systems. The article closes with a set of specific recommendations for improving the transition process for the population discussed.

306.

Koegel, Robert L.; Schreibman, Laura; Good, Amy; Cerniglia, Laurie; Murphy, Clodagh; & Koegel, Lynn Kern (n.d.).

How to teach pivotal behaviors to children with autism: A training manual. Unpublished manuscript, University of California, Santa Barbara, and University of California, San Diego.

autism / behavior modification / motivation / responsivity to multiple cues

This training manual is intended for individuals who interact with children with autism and other severely handicapped persons to provide treatment that is easy to implement and readily usable in community settings. The pivotal behaviors addressed include motivation and responsivity to multiple cues. Examples are used throughout to illustrate procedures.

307.

Wehman, Paul; & Melia, Richard (1990).

A national analysis of supported employment growth and implementation. Richmond: Virginia Commonwealth University, Rehabilitation Research & Training Center on Supported Employment.

supported employment / surveys

The Virginia Commonwealth University Rehabilitation Research and Training Center conducted a national survey of all 50 states and the District of Columbia regarding supported-employment implementation strategies, policies, and outcomes from Fiscal Year 1986 through Fiscal year 1988. The purpose of the study was to identify and analyze: (a) the progress achieved in incorporating supported employment into the existing vocational rehabilitation service system; (b) national trends regarding major policy issues such as the availability of ongoing support services, the effect of supported employment on existing center based services, and the extent to which supported employment programs are serving

individuals with severe disabilities; and (c) the amount and sources of funds that states have obligated to operate supported-employment programs. Results indicate the success of the focused federal effort to develop supported employment opportunities nationally. The 1986-1988 period represents a developmental time frame for the federal supported employment initiative with many indicators of significant progress toward integrating persons with severe disabilities into the competitive labor force.

308.

Pyecha, John N.; Fiore, Thomas A.; Bethke, Albert D.; & Boyle, Kerrie E. (1990).

Study of procedures for estimating the services needed by handicapped students exiting schools. Executive Summary and Final Report [two parts]. Research Triangle Park, NC: Research Triangle Institute.

program evaluation / data analysis / model programs

The Research Triangle Institute conducted research in an effort to improve both the quality and utility of the data that the U.S. Department of Education's Office of Special Education Programs (OSEP) is collecting on the types of services handicapped youth are anticipated to need in the year following exit from the educational system. The final report and executive summary present the findings of this research, which was funded by OSEP, Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education (ED). Attachments are included.

309.

Johnson, David R.; Thompson, Sandra J.; & Kaufman, Pamela (1990).

Community transition interagency committees: Yearly summary 1990. Minneapolis: University of Minnesota, Institute on Community Integration. (Comp. No. 84.158R - OSERS File No. 209)

Minnesota / interagency cooperation / transition

This report is prepared annually as part of the legislative requirements passed in 1987 that direct the Minnesota Department of Education to assess yearly the progress of community transition services and to disseminate the information to all adult service agencies involved with planning, as well as to the Commissioner of Education. The improvements that grow out of interagency cooperation expand opportunities for postschool training and employment, social and recreational satisfaction, and independence in community living for these young people. This report is to inform policymakers, professionals, and families about the statewide accomplishments and activities of Community Transition Interagency Committees. Also described are the activities of the

state agencies that support local interagency committees. Of central importance to the reader are the recommendations included in Part 4, which address the challenges local communities will take action on during the coming year.

310.

Knowlton, H. Earle; & Clark, Gary M. (1989).

National study of high school special education programs for handicapped youth in transition. Vol. I: Qualitative component. Lawrence: University of Kansas. (ERIC Document Reproduction Service No. ED 314 918)

secondary education / special education / program evaluation / research reports

The 3-year qualitative study evaluated high-school special education programs and their contributions to the transition of youth with disabilities. The report focuses on: the current status of programs for transition from school to adult life; program gaps as seen by administrators and practitioners; and reported priorities for program improvement. Part One describes the study's naturalistic inquiry approach and analyzes findings from case studies of four programs, discussing policies and practices that have a positive bearing on programs, and policies and practices that interfere with the design and delivery of effective programs. Part Two includes the four case studies, as follows: "A case study of special education for students with learning and behavioral handicaps in a suburban Kansas City high school;" "Special education for high school students with educational handicaps in a rural setting: A Vermont case study;" "A case study of special education for high school students with mild and moderate disabilities in Philadelphia;" and "Special education for high school students with disabilities: A case study in a rural, small-town setting in West Texas." Part Three contains an auditor's report, which affirms the dependability and confirmability of the case studies.

311.

Haring, Kathryn A.; Lovett, David L.; & Saren, Drucilla (1991).

Parent perceptions of their adult offspring with disabilities. Teaching Exceptional Children, 23(2), 6-10.

parent involvement / attitudes / surveys

This article presents the findings of a survey conducted on parent perceptions of their child's postsecondary experiences.

312.

George, Nancy L.; & Lewis, Timothy J. (1991).

EASE: Exit assistance for special educators - helping students make the transition. Teaching Exceptional Children, 23(2), 34-39.

special education / least restrictive environment (LRE) / personnel preparation

This article describes a four-phase process for reintegrating students into the mainstream. The process allows special education teachers to make data-based decisions about a student's readiness to move to a less restrictive setting and provides for a positive, fluid transition.

313.

Bigelow, Douglas A.; Gareau, Marguerite J.; & Young, Deborah J. (1990).

A Quality of Life Interview. Psychosocial Rehabilitation Journal, 14(2), 94-98.

Quality of Life Interview / psychiatric disabilities / program evaluation

This article describes Quality of Life Interview, which is among a number of outcome measures suitable for evaluation of mental health programs. Methodology and results of a project that administered the Quality of Life Interview are discussed.

314.

Florida Department of Education. Division of Public Schools. Bureau of Education for Exceptional Students. (1990).

Focus on outcomes: Post-school follow-up activities for handicapped students in Florida school districts (Document 2).
Tallahassee: Author. (Comp. No. 84.158R - OSERS File No. 203)

follow-up studies / Florida / surveys

This monograph documents the Tracking System Project's telephone survey of school districts in Florida. The purpose of the survey was to determine (a) the extent to which follow-up information was being collected, (b) type of information collected, (c) extent of information sharing, and (d) amount of interest in tracking models being developed at the state level. (Survey instrument is included).

315.

Rickards, William H. (1990).

U-STEP Project evaluation: Final report. Milwaukee: Board of Regents of the University of Wisconsin System. (Comp. No. 84.078C - OSERS File No. 170)

final reports / Wisconsin / U-STEP project / postsecondary education

U-STEP, the University Student Transition Enhancement Program, was designed as a program of resources and support services to help learning disabled students enter and succeed in postsecondary education. Located at the University of Wisconsin-Milwaukee, the program was begun as a federally funded demonstration project coordinated through the campus' Disabled Student Services, Department of Learning Skills and Educational Opportunity, and Department of Exceptional Education. In this document, basic results from the project are discussed, with evaluative feedback from the participants and staff; particular attention is paid to two aspects of the program (tutoring and Summer Transition). Four brief case descriptions are provided to illustrate basic characteristics of the program. Based on these data, final evaluative statements and recommendations are offered.

316.

University of Wisconsin-Milwaukee. U.-S.T.E.P. Learning Disabilities Project (1989).

U.-S.T.E.P. student handbook. Milwaukee: Author. (Comp. No. 84.078C - OSERS File No. 170)

learning disabilities / postsecondary education / Wisconsin

The U.-S.T.E.P. Handbook was created to provide an explanation of the U.-S.T.E.P. program and to provide of helpful strategies to college students with learning disabilities.

317.

Williams, Ruth; & McCarty, Catherine (1990).

Learning disabilities at the college level: Products and procedures. Milwaukee: University of Wisconsin-Milwaukee. (Comp. No. 84.078C - OSERS File No. 170)

learning disabilities / postsecondary education / Wisconsin

This resource manual accompanied the dissemination conference, "Learning Disabilities at the College Level," sponsored by U.-S.T.E.P. in March, 1990. It explains the program and sources, and contains project products and brochures.

318.

Unger, Karen V. (1990).

Supported postsecondary education for people with mental illness. American Rehabilitation, 16(2), 10-14, 32-33.

psychiatric disabilities / supported education / community integration

With community integration as the goal, the concept of supported education is emerging as an appropriate means of serving people with psychiatric disabilities. Similar to the concept of supported employment, supported education provides an opportunity for people with psychiatric disabilities to participate more fully in the resources of the community. Programs developed to support people with psychiatric disabilities as students in postsecondary environments are categorized into three models or prototypes. Examples of each prototype are defined and described and components of a supported education model are discussed.

319.

Lalli, Joseph S.; Pinter-Lalli, Elizabeth; Mace, F. Charles; & Murphy, Donna M. (1991).

Training interactional behaviors of adults with developmental disabilities: A systematic replication and extension. Journal of Applied Behavior Analysis, 24(1), 167-174.

social skills / behavior analysis / research reports

This study was a replication and extension of research by Foxx, McMorro, Bittle, and Ness (1986) that assessed generalization effects of a social-skills training program on the interactional behavior of adults with developmental disabilities. Target skills were a verbal action or reaction in six skill areas that specifically addressed the participants' skill deficits. In the present study, the investigators trained five adult residents of a group home across these six skill areas using the "Sorry" game format and the scoring criteria described by Foxx et al. They extended the results of Foxx et al. by (a) using pretreatment assessment procedures to identify participants' specific skill deficits, (b) training all residents in the natural environment, (c) training participant-participant interactions, (d) training participants to respond to four of the six skill areas through the use of a role-play procedure, and (e) omitting rewards, criterion levels, and self-monitoring. Additionally, the trainer in the present study modeled correct responses only as an error-correction procedure during training. Similar to those of Foxx et al., the results indicated that all participants increased their use of the trained interactional behaviors during the generalization assessments in the presence of other trained peers.

320.

Rogers, Hugh K. (1991).

Final report: Computer Assisted Design for the Disabled (CADD) Program. Orlando, FL: Valencia Community College. (Comp. No. 84.078C - OSERS File No. 154)

Computer Assisted Design for the Disabled (CADD) / final reports / Florida

CADD is a business-driven, postsecondary state-of-the-art CAD Training and Professional Socialization Program developed by the CADD Business Advisory Council (BAC) and implemented by the Valencia Community College (VCC) CADD Staff. The CADD Program had three functions: to train students who are disabled in computer-aided drafting and design (CAD); to provide transitional skills needed to obtain and maintain employment; and to place graduates as entry-level CAD technicians. This intensive 8-month (5 days per week/40 hours, 1,280 total hours) training program involves six months of direct instruction and hands-on experience followed by a 2-month internship at a BAC member company. After graduation (minimum of 1,000 hours) job placements are secured and job-retention monitoring activities are initiated. The project produced 38 highly trained CAD technicians who earn an average wage of \$8.00 per hour. A model curriculum has been made available to other institutions and industry partners. The project disseminated program materials via the major Dissemination Conference held in June of 1990, as well as via several additional conferences in which CADD participated throughout the grant period. The CADD Program assisted in the establishment of several similar training programs nationwide.

321.

Ysseldyke, James E.; Thurlow, Martha L.; & Bruininks, Robert H. (1991, May).

Expected educational outcomes from students with disabilities. Paper prepared for Connecticut Department of Education Symposium on Special Education in the 21st Century.

outcomes of education / Connecticut / Common Core of Learning (CCL)

This paper builds on a conceptual framework of outcomes and outcome indicators developed in the State of Connecticut for presenting an overview of the national focus on educational outcomes. Included in this paper are descriptions of current practices and methodologies nationally and internationally in outcomes based education and assessment of outcomes. The paper ends with a description of activities of the National Center on Educational Outcomes for Students with Disabilities and a look at what might be the future of assessment of outcomes.

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 Project ACCESS. Great Falls, MT: Author.
 Date of Production: 1988
- Title: Adult services: Pathways to independence for parents of youth with severe disabilities.
 Contact information: Great Falls Vocational-Technical Center.
 Project ACCESS. Great Falls, MT: Author.
 Date of Production: 1988
- Title: The best that you can be.
 Contact information: Garten, Ann; Hulbert, Dan; Rosenberg, R.;
 Vierling, Lee (Producer); & Bolton,
 Bonnie. Whittier, CA: Career Assessment &
 Placement Center.
 Date of Production: 1987
- Title: Career Ladders.
 Contact information: Calvello, Michael (Producer). San
 Francisco: San Francisco State University,
 College of Education, Department of Special
 Education; and Alturas Films.
 Date of Production: 1990
- Title: College transition.
 Contact information: Learning Disabilities Consortium.
 Charlotte, NC: Central Piedmont Community
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- Title: College: A realistic option for the student with learning disabilities.
 Contact information: University of Utah. Logan: Author.
 Date of Production: 1989?
- Title: Community-based instruction slide show [Slides].
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 Rehabilitation Research and Training Center.
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 Date of Production: 1988

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 Date of Production: 1986

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 Contact information: Miami-Dade Community College-North. Miami, FL: Author.
 Date of Production: 1987

Title: Discovering an untapped work force.
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 Date of Production: 1987

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 Contact information: University of Kansas, Beach Center on
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 Contact information: Illinois Department of Rehabilitation.
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 Date of Production: 1988

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 Contact information: Governor's Planning Council on Developmental
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Title: Now is the time: Employment for people with dual sensory
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 Date of Production: 1990

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 Contact information: Young Adult Institute (Producer). ("On Our
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 Date of Production: 1987

Title: "On Our Own" Transition Series.
 Contact information: Young Adult Institute (Producer). ("On Our
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 Date of Production: 1987

Title: Parents as transitional specialists.
 Contact information: Young Adult Institute (Author). ("On Our
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 Date of Production: n.d.

Title: Project Employment program presentation.
 Contact information: Young Adult Institute (Producer). ("On Our Own" television series.) New York: Producer.
 Date of Production: 1986

Title: Project OVERS: Overview.
 Contact information: Project OVERS. Oklahoma Vocational Education Resource System. Cushing: Author.
 Date of Production: 1988

Title: Project READDY. The READDY Program.
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Title: Project Test Core.
 Contact information: Western Michigan University, Consumer Resources and Technology. Kalamazoo: Author/Producer.
 Date of Production: n.d.

Title: Put that person to work! A co-worker training video for the co-worker transition model.
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 Date of Production: 1987

Title: Regular lives [includes discussion guide].
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 Date of Production: 1988

Title: RRTC lecture guide on supported competitive employment [Slides].
 Contact information: Virginia Commonwealth University. Rehabilitation Research and Training Center. Richmond: Author.
 Date of Production: 1988

Title: Supported competitive employment: Implementing the model.
 Contact information: Virginia Commonwealth University.
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 Richmond: Author.
 Date of Production: 1988

Title: Supported employment: It works.
 Contact information: Office of Special Education and
 Rehabilitative Services. Department of
 Education (Producer). Washington, DC:
 Producer.
 Date of Production: 1988

Title: Supported employment.
 Contact information: AVATRAC. Colorado Production Group.
 Denver: Author.
 Date of Production: 1987

Title: Supported employment: A new way to work.
 Contact information: Parents' Graduation Alliance. University of
 Oregon. Eugene: Author. (Parents'
 Graduation Alliance, 135 Education,
 University of Oregon, Eugene, OR 97403;
 Phone: (503) 686-5311.)
 Date of Production: 1986

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 Contact information: University of Oregon, College of Education,
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Title: Thresholds Young Adult Transitional Vocational Program.
 Contact information: Thresholds. Chicago, IL: Author.
 Date of Production: 1988

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 Own" television series.) New York:
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Contact information: University of Wisconsin-Milwaukee. Disabled Student Services. Milwaukee: Author.

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With Job Related Training

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84.023D
Handicapped Children's Model Programs:
Youth Employment Projects
(Expired)

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Joseph DeMarsh Project Director Southwest Business, Industry & Rehabilitation Association 4410 N. Saddlebag Trail Scottsdale, AZ 85251 (602) 274-2710	8	Mr. Pat Haley Oregon Health Services University Child Development & Rehabilitation Center P.O. Box 574 Portland, OR 97207 (503) 225-8313	14
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Wayne A. Lindskoog VECTOR Hennepin Technical Centers - South Campus 9200 Flying Cloud Drive Eden Prairie, MN 55447 (612) 944-2222	11	Carla Jackson Project Director Office of Superintendent of Public Instruction Old Capitol Building, FG-11 Olympia, WA 98504 (206) 753-6733	17
Dr. Alan Lerman Project Director Lexington Center, Inc. 30th Avenue and 75th Street Jackson Heights, NY 11370 (718) 899-8800, Ext. 316	12	Dr. Anne M. Donnellan Project Director University of Wisconsin/Madison 1025 W. Johnson, Room 570 Madison, WI 53706 (608) 263-4272	18
John Melder Rochester City School District 131 W. Broad Street Rochester, NY 14608 (716) 325-4560	13	Dr. Charles C. Coker Project Director Research and Training Center University of Wisconsin/Stout Room 511, HS Building Menomonie, WI 54751 (715) 232-1151	19

84.0236
Handicapped Children's Model Demonstration Program:
Postsecondary Projects
(Expired)

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84.078B
Postsecondary Educational Programs for Handicapped
Persons - Demonstrations
(Expired)

	<u>OSERS</u> <u>File No.</u>		<u>OSERS</u> <u>File No.</u>
Dr. Bernard Katz Co-Project Director New York University Counselor Education Department SEHNAP Room 400, East Building Washington Square New York, NY 10003 (212) 598-7841	84	John Bernthal Project Director University of Nebraska 315 Barkley Memorial Center Lincoln, NE 68583-0731 (402) 472-5475; 472-5469	89
Dr. Irwin Rosenthal Co-Project Director New York University Counselor Education Department SEHNAP Room 400, East Building 239 Greene Street New York, NY 10003 (212) 998-5554	84	Jan Leuenberger Mary Morris Project Coordinators University of Nebraska Speech and Hearing Clinic 315 Barkley Memorial Center Lincoln, NE 68583-0731 (402) 472-5475	89
Craig Michaels National Center for Disability Services 201 I. U. Willets Road Albertson, NY 11507 (516) 747-5400	85	Dr. Bert Flugman Project Director CASE Institute for Research and Development in Occupational Education Graduate School, City University of New York, Room 620N 33 West 42nd Street New York, NY 10036 (212) 221-3532	90
Lynn Frady Chancellor's Office California Community College 1107 Ninth Street, 2nd Floor Sacramento, CA 95814 (916) 323-5957	86	Dorothy Fisher Project Director Housing, Industry, Training, Inc. 1007 18th Street, N.W. Mandan, ND 58554 (701) 663-0376	91
Frank J. Bianco Project Director Winchester Public Schools 154 Horn Pond Brook Road Winchester, MA 01890 (617) 729-3091	87	Daniel Close Project Director University of Oregon Division of Special Education and Rehabilitation Eugene, OR 97403 (503) 686-3585	92
Dr. James Brown Project Director University of Minnesota Room R460 Votec Building 1954 Buford Avenue St. Paul, MN 55108 (612) 624-7754	88		

<u>OSERS File No.</u>	<u>OSERS File No.</u>
Dr. Earl Davis 93 Project Director University of Tennessee/Chattanooga Department of Special Education & Counseling 332 Holt Hall 615 McCallie Avenue Chattanooga, TN 37403 (615) 755-4368	Dr. Anna Gajar 100 Project Director Pennsylvania State University Division of Special Education and Communication Disorders 226-B Moore Building 207 Old Main University Park, PA 16802 (814) 863-2284
Susan Meslang 94 Project Director Old Dominion University CHANCE Program Child Study Center Norfolk, VA 23529 (840) 440-4735	
Judith Schapiro 94 Principal Investigator Old Dominion University CHANCE Program Child Study Center Norfolk, VA 23529 (840) 440-4735	
Michael Collins 95 Project Director Trinity College Mercy Hall Burlington, VT 05401 (802) 656-2936	
Joe Ashley 96 Woodrow Wilson Rehabilitation Center Box 250 Fishersville, VA 22939 (703) 332-7123	
Lydia Block 97 Project Director Ohio State University Research Foundation Room 339 Baker Systems Engineering 1971 Neil Avenue Columbus, OH 43210-1210 (614) 292-3307	

84.078C
Postsecondary Demonstration Projects

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Bob Nathanson Long Island University Brooklyn Campus Special Education Department University Plaza Brooklyn, NY 11201 (718) 403-1044	101	Jacque Murray Project Director Vanguard School P.O. Box 730 North Valley Road Paoli, PA 19301 (215) 296-6753	106
Jean Crockett Project Director Human Resources School Searington Road Albertson, NY 11507 (516) 747-5400	103	Dr. James P. Long Project Director National Center for Research in Vocational Education 1960 Kenny Road Columbus, OH 43210 (614) 486-3655, Ext. 476	128 & 107
Dr. Terence G. Collins Project Director University of Minnesota General College 106 Nicholson Hall 216 Pillsbury Drive SE Minneapolis, MN 55455 (612) 625-8384	104	Stephen H. Simon Project Director Wright State University Handicapped Student Services 133 Student Services Wing Dayton, OH 45435 (513) 890-2251	108
Dr. Connie Dalke Project Director University of Wisconsin/Whitewater Roseman 2019 800 N. Main Street Whitewater, WI 53190 (414) 472-4788	169 & 105	Jeff Vernooy Wright State University Handicapped Student Services 133 Student Services Wing Dayton, OH 45435 (513) 873-2141	108
Deborah White Project Coordinator University of Wisconsin/Whitewater Roseman 2021 800 N. Main Street Whitewater, WI 53190 (414) 472-4788	169 & 105	Alan Gartner Project Director CUNY Graduate School Office of Sponsored Research 33 West 42 Street New York, NY 10036 (212) 790-4239	109

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Pearl Seidenberg C. W. Post Campus Long Island University School of Education Greenvale, NY 11548 (516) 299-2132	110	Dr. William Bursuck Co-Project Director Department of Learning Development and Special Education Northern Illinois University 240 Graham Hall DeKalb, IL 60115 (815) 753-8441	116
Martin Bradley Munn Project Director University of Nebraska Handicapped Services 132 Administration Building Lincoln, NE 68588-0473 (402) 472-3787	111	Dr. Ernest Rose Co-Project Director Department of Educational Psychology and Special Education Northern Illinois University 240 Graham Hall DeKalb, IL 60115 (815) 753-8465	116
Christy A. Horn Project Coordinator University of Nebraska Handicapped Services 132 Administration Building Lincoln, NE 68588-0473 (402) 472-3787	111	Lynda Price Project Director Project EXTRA University of Minnesota General College 240 Appleby Hall 128 Pleasant Street, SE Minneapolis, MN 55455 (612) 625-7578	242 & 117
Robert Atkins Project Director Rehabilitation Institute 3011 Baltimore Avenue Kansas City, MO 64108 (816) 756-2250, Ext. 263	112	Kathy McKean Project Director Child Services Demonstration Center 123 East Broadway Cushing, OK 74023 (918) 225-1882; 225-4711	218 & 118
Fred Peters Project Director Helping Hands Rehabilitation Center 9649 West 55th Street Countryside, IL 60525 (312) 352-3580	113	Jay Segal Project Director Community College of Philadelphia 1700 Spring Garden Street Philadelphia, PA 19130 (215) 751-8289	119
Paul Edwards Miami-Dade Community College-North 11380 N.W. 27th Avenue Miami, FL 33167 (305) 347-1272	114	Arlene Stewart Project Director Western Carolina University 44 Stillwell Building Cullowhee, NC 28723 (704) 227-7127	246 & 120
Karen Spencer Project Director Colorado State University Department of Occupational Therapy Project TCE 303 Occupational Therapy Building Fort Collins, CO 80523 (303) 491-5930	115		

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Chris Primus Project Director Divisional of Student Educational Opportunity Box 3808 University Station Laramie, WY 82071 (307) 766-6189	121	Sally Vernon Project Director Center for Disabled Student Services Chicago City-Wide College 6th Floor, 226 West Jackson Chicago, IL 60606 (313) 443-5209	126
Doris Rader Project Director Brevard Community College 1519 Clearlake Road Cocoa, FL 32922 (305) 632-1111, Ext. 3606	122	Steve Oscharoff Center for Disabled Student Services Chicago City-Wide College 6th Floor, 226 West Jackson Chicago, IL 60606 (313) 641-2595	126
Patricia Gallen Project Director Keene State College Elliot Hall, NW 207 Keene, NH 03431 (603) 352-1909, Ext. 556	123	Dr. Ninia Smith Project Director Fort Hays State University Department of Special Education Hays, KS 67601 (913) 628-4213	127
Dr. Juliana Corn Project Director Mathematics Department Queensborough Community College Room S245 Bayside, NY 11364 (718) 631-6350	124	(See OSERS File No. 107)	128
Merrill Parra Project Coordinator Mathematics Department Queensborough Community College Room S245 Bayside, NY 11364 (718) 631-6350	124	Dr. William R. Richards Project Director Community College of Denver Developmental Studies 1111 West Colfax, Box 600 Denver, CO 80204 (303) 556-8455	151
Monica Roth Project Director SUNY at Stony Brook Office of the Disabled 133 Humanities Building Stony Brook, NY 11794 (516) 632-6748	125	Gary McDonald Project Coordinator Community College of Denver Developmental Studies 1111 West Colfax, Box 600 Denver, CO 80204 (303) 556-8455	151
		Dr. Patricia S. Tomlan Project Director Community College of Aurora 791 Chambers Road Aurora, CO 80011 (303) 360-4726	152

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Stan Shaw Co-Project Director The University of Connecticut Special Education Center U-64, 249 Glenbrook Road Storrs, CT 06268 (203) 486-4032	153	Patricia Kercher Project Director Great Falls Public Schools Vocational-Technical Center 2100 16th Avenue South Great Falls, MT 59405 (406) 771-7140	252 & 157
Loring C. Brinckerhoff Northeast Technical Assistance Center for LD College Programming The University of Connecticut Special Education Center U-64, 249 Glenbrook Road Storrs, CT 06268 (203) 486-4033	153	Dr. John Bernthal Project Director University of Nebraska-Lincoln Special Education and Communication Disorders 253K Barkley Memorial Center Lincoln, NE 68583-0731 (402) 472-5469	158
Pat Hackett-Waters Project Director Valencia Community College Mail Code 4-11 P.O. Box 3028 Orlando, FL 32802 (407) 299-5000, Ext. 1366 or 1302	154	Julie Geis Project Coordinator University of Nebraska-Lincoln Special Education and Communication Disorders 253K Barkley Memorial Center Lincoln, NE 68583-0731 (402) 472-5530	158
Ray Lowe Project Coordinator Valencia Community College Mail Code 3-8 P.O. Box 3028 Orlando, FL 32802 (407) 299-5000	154	Dr. Bert Flugman Project Director CASE Institute for Research and Development in Occupational Education Graduate School, City University of New York Room 620 N, 33 West 42nd Street New York, NY 10036 (212) 841-6800	159
Sara Cowen Project Director Northern Illinois University Graham Hall 237 DeKalb, IL 60115 (815) 753-1117	155	Dolores Perin Project Coordinator CASE Institute for Research and Development in Occupational Education Graduate School, City University of New York Room 620 N, 33 West 42nd Street New York, NY 10036 (212) 221-2985	159
Mary Ellen Brady Project Director Shriver Center 200 Trapelo Road Waltham, MA 02254 (617) 642-0257	156		

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Rosa Hagin Project Director Fordham University Lincoln Center Graduate School of Education 113 West 60th Street New York, NY 10023 (212) 841-5579	160	Betty Holley Project Director Learning Disabilities Consortium Central Piedmont Community College P.O. Box 35009 Charlotte, NC 28235 (704) 342-6421	164
Elizabeth Lorenzi Project Coordinator Fordham University Lincoln Center Graduate School of Education 113 West 60th Street New York, NY 10023 (212) 841-5579	160	Jane Rochester Project Coordinator Learning Disabilities Consortium Central Piedmont Community College P.O. Box 35009 Charlotte, NC 28235 (704) 342-6421	164
Craig Michaels Project Director National Center for Disability Services 201 I. U. Willets Road Albertson, NY 11507-1599 (516) 747-5400	257 & 161	Dr. Paul Naour Project Director Muskingum College Education Department 220 Montgomery Hall New Concord, OH 43762 (614) 826-8246	165
Dr. Irwin Rosenthal Project Director New York University Counselor Education Department Room 400, East Building 239 Greene Street New York, NY 10003 (212) 998-5572	162	Donna Adornetto Project Coordinator Muskingum College Education Department 220 Montgomery Hall New Concord, OH 43762 (614) 826-8246	165
Carole Symer Project Coordinator New York University Counselor Education Department Room 400, East Building 239 Greene Street New York, NY 10003 (212) 998-5572	162	Dr. Larry Bonner Project Director Richland College 12800 Abrams Road Dallas, TX 75243-2199 (214) 238-6372	166
Dr. William Roth Project Director Research Foundation of SUNY SUNY at Albany P.O. Box 9 Albany, NY 12201 (518) 442-3850	163	Ann Straley Project Coordinator Richland College 12800 Abrams Road Dallas, TX 75243-2199 (214) 238-6372	166
		Marshall Mitchell Project Director Amarillo College ACcess Division P.O. Box 447 Amarillo, TX 79178 (806) 371-5436	167

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Deana Milliron Project Coordinator Amarillo College ACcess Division P.O. Box 447 Amarillo, TX 79178 (806) 371-5436	167	Jayne Merrill Project Coordinator El Paso Community College Rio Grande Literacy Center P.O. Box 20500 El Paso, TX 79998 (915) 534-4160	211
Gladys M. Tucker Project Director University of Utah Department of Special Education Salt Lake City, UT 84112 (801) 581-5020	168	Dr. Rita M. Curl Project Director Utah State University Developmental Center for Handicapped Persons UMC 6806 Logan, UT 84322-6806 (801) 750-2004	212
(See OSERS File No. 105)	169		
Dr. Ruth Williams Project Director Special Assistant to Vice Chancellor University of Wisconsin-Milwaukee P.O. Box 413 Milwaukee, WI 53201 (414) 229-6239	170	Linda Chisholm Project Coordinator Utah State University Developmental Center for Handicapped Persons UMC 6806 Logan, UT 84322-6806 (801) 750-2004	212
Catherine W. McCarty Disabled Student Services University of Wisconsin-Milwaukee P.O. Box 413 Milwaukee, WI 53201 (414) 229-6239; 229-6287	170	Dr. Keith L. Curry Project Director KH210/SUCB 1300 Elmwood Avenue Buffalo, NY 14222 (716) 878-5313	213
Dr. W. Carolyn Allen Project Director Valencia Community College 701 N. Econlockhatchee Tr. Orlando, FL 32825 (407) 229-5000, Ext. 2253	210	Dr. Judith A. Cook Project Director Thresholds 2700 North Lakeview Avenue Chicago, IL 60614 (312) 348-5522	214
Dr. Carol Clymer Project Director El Paso Community College P.O. Box 20500 El Paso, TX 79998 (915) 534-4159	211	Karen Engstrom Thresholds 2700 North Lakeview Avenue Chicago, IL 60614 (312) 880-2430	214

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dr. Kenneth C. Gray Co-Project Director Pennsylvania State University 112 Rackley Building University Park, PA 16802 (814) 863-2581	215	Dr. Bernard Minnis Project Director Jefferson County Public Schools Division of Instruction P.O. Box 34020 3332 Newburg Road Louisville, KY 40232-4020 (502) 473-3320	219
Dr. Jovita M. Ross-Gordon Co-Project Director 403 S. Allen Street Suite 206 University Park, PA 16801 (814) 863-3499	215	Tom Birmingham Project Coordinator Jefferson County Public Schools Division of Instruction 4409 Preston Highway Louisville, KY 40213 (502) 473-3008	219
Dr. Jack Humbert Co-Project Director Consumer Resources and Technology Western Michigan University Trimpe Building Kalamazoo, MI 49008 (616) 387-3720	216	Paula Grigsby Co-Project Director Linn-Benton Community College 6500 SW Pacific Blvd. Albany, OR 97321 (503) 928-2361, Ext. 299	220
Dr. William Weiner Co-Project Director Department of Blind Rehabilitation Western Michigan University Sangren Hall Kalamazoo, MI 49008 (616) 387-3455	216	Dr. Bud Fredricks Co-Project Director Teaching Research 345 North Monmouth Avenue Monmouth, OR 97361 (503) 838-1220	220
Dr. Glen Hendren Project Director Mississippi State University P.O. Drawer GE Mississippi State, MS 39762 (601) 325-3849	217	Robert Crawford Co-Project Director Research and Development Training Institutes, Inc. 1720 East Monte Vista Phoenix, AZ 85006 (602) 254-0822	240
Sonja Burnham Project Coordinator Mississippi State University P.O. Drawer GE Mississippi State, MS 39762 (601) 325-3849	217	Dorothy Crawford Co-Project Director Research and Development Training Institutes, Inc. 1720 East Monte Vista Phoenix, AZ 85006 (602) 254-0822	240
(See OSERS File No. 118)	218		

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Charles Wall Project Director Bakersfield College 1801 Panorama Drive Bakersfield, CA 93305 (805) 395-4070; 395-4435	241	Alan Doyle Project Director Board of Cooperative Education Services of Nassau County Valentines and the Plain Road Westbury, NY 11590 (516) 997-8200	245
David C. Scott Project Coordinator Bakersfield College 1801 Panorama Drive Bakersfield, CA 93305 (805) 395-4070; 395-4435	241	(See OSERS File No. 120)	246
(See OSERS File No. 117)	242	Jane Rochester Project Director Central Piedmont Community College P.O. Box 35009 Charlotte, NC 28235 (704) 342-6552; 342-6556	247
Gerald Slater Project Director Salish Kootenai College Box 117 Pablo, MT 59855 (406) 675-4800	243	Dr. Joe Rogan Project Director College Misericordia Dallas, PA 18612 (717) 675-2181, Ext. 287	248
Michael Hermanson Project Coordinator Salish Kootenai College Box 117 Pablo, MT 59855 (406) 675-4800	243	Jennifer Munafo Director, Career Development for LD College Misericordia Dallas, PA 18612 (717) 674-6343	248
Dr. William Mann Project Director Department of Occupational Therapy University of Buffalo 515 Kimball Tower Buffalo, NY 14214 (716) 831-3141	244	Jordan Finkelstein The Pennsylvania State University 210 Health & Human Development East University Park, PA 16802 (814) 863-7256	249
Jean McKinley Project Coordinator Department of Occupational Therapy University of Buffalo 515 Kimball Tower Buffalo, NY 14214 (716) 636-2977	244	Judith Finkelstein Project Coordinator 300 S. Pugh Street State College, PA 16801 (814) 234-8722	249
		Debbie Gladden Project Director York Technical College 452 South Anderson Road Rock Hill, SC 29730 (803) 327-8004, Ext. 8331	250

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Phoebe Sharaf Project Director Senior Health and Peer Counseling Center 2125 Arizona Avenue Santa Monica, CA 90404 (213) 829-4715 FAX: 213-453-8485	251	Karen Danley Project Director Center for Psychiatric Rehabilitation Boston University 730 Commonwealth Avenue Boston, MA 02215 (617) 353-3549	256
Virginia Furmanski Project Coordinator Senior Health and Peer Counseling Center 2125 Arizona Avenue Santa Monica, CA 90404 (213) 829-4715 FAX: 213-453-8485	251	(See OSERS File No. 161)	257
(See OSERS File No. 157)	252		
Arlene Parisot Project Coordinator Great Falls Public Schools Vocational-Technical Center 2100 16th Avenue South Great Falls, MT 59405 (406) 771-7140	252		
Greta W. Holly Mississippi Band of Choctaw Indians Choctaw Vocational Rehabilitation Program Box 6010 Choctaw Branch Philadelphia, MS 39350 (601) 656-5251	253		
Dr. Mary Ann Grams San Antonio College CIS Department 1300 San Pedro San Antonio, TX 78284 (512) 733-2859	254		
Merlene Gingher SUNY at Buffalo Occupational Therapy Department 515 Kimball Tower Buffalo, NY 14214 (716) 831-3141	255		

84.086M
Transition Skills Development for Severely Handicapped
Including Deaf-Blind Youth
(Expired)

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Robert Daily Project Director Grossmont Union High School Dist. Special Education Career Center 230 Jamacha Road El Cajon, CA 92019 (619) 442-0693	140	Dr. Gary Parsons Project Director Planning for the Transition from School to Work and Adult Life Lexington School 3300 Century Avenue, N. St. Paul, MN 55110-1842 (612) 633-8691	144
Glen Maxion Project Coordinator Grossmont Union High School Dist. Special Education Career Center 230 Jamacha Road El Cajon, CA 92019 (619) 442-0693	140	Marlene Gundale Project Coordinator Planning for the Transition from School to Work and Adult Life Lexington School 1130 West County Road B Roseville, MN 55113 (612) 633-8691	144
Dr. Norman Hursh Project Director Boston University Sargent College Department of Rehabilitation Counseling University Road Boston, MA 02215 (617) 353-2725	141	Jerry Keener Project Director Monroe County School Coop. 315 North Drive Bloomington, IN 47401 (812) 339-3488	145
John Lambert Project Director Action for Boston Community Development, Inc. 178 Tremont Street, 7th Floor Boston, MA 02111 (617) 357-6000, Ext. 570	142	Jim Panzer Project Coordinator Institute for the Study of Developmental Disabilities 2853 E. 10th Street Bloomington, IN 47405 (812) 335-6508	145
Dr. Robert Horner Project Director University of Oregon 135 Education Building Eugene, OR 97405 (503) 686-5311	143	Barbara Wilcox Project Coordinator Institute for the Study of Developmental Disabilities 2853 E. 10th Street Bloomington, IN 47405 (812) 335-6508	145

OSERS
File No.

Dan Hulbert 146
Project Director
Whittier Union High School District
Career Assessment and Placement
Center
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-8121

Bonnie Bolton 146
Project Coordinator
Whittier Union High School District
Career Assessment and Placement
Center
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-8121

James S. Gittings 147
Project Director
Department of Special Education
and Rehabilitation
University of Arizona
College of Education
Tucson, AZ 85721
(602) 621-3248

Betty Macintosh 148
Project Director
Ohio Department of Mental
Retardation and Developmental
Disabilities
State Office Tower
30 East Broad Street, Room 1275
Columbus, OH 43215
(614) 466-7203

Thomas Hemmert 148
Project Coordinator
Ohio Department of Mental
Retardation and Developmental
Disabilities
State Office Tower
30 East Broad Street, Room 1275
Columbus, OH 43215
(614) 466-7590

OSERS
File No.

Dr. Judith Cook 149
Project Director
Thresholds
2700 North Lakeview Avenue
Chicago, IL 60614
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84.128A
Rehabilitation Services - Special Project
(Expired)

OSERS
File No.

Philip Mertz 79
Project Director
Virginia Department f/t Visually
Handicapped
397 Azalea Avenue
Richmond, VA 23227-3697
(804) 371-3117

Patricia Patton 80
Project Director
San Diego State University
6310 Alvarado Court
San Diego, CA 92120
(619) 229-2462

Maxine Fuller 81
Project Director
Goodwill Industries of America,
Inc.
9200 Wisconsin Avenue
Bethesda, MD 20814
(301) 530-6500

George Drummond 82
Project Director
Department of Rehabilitation
Services
112 Mactanly Place
Staunton, VA 24401
(703) 332-7716

Sherry A. Curley 83
Project Director
Navajo Vocational Rehabilitation
Program
P.O. Box 1420
Window Rock, AZ 86515-1420
(602) 871-5076

Elmer Guy 83
Navajo Vocational Rehabilitation
Program
P.O. Box 1420
Window Rock, AZ 86515-1420
(602) 871-5076

84.158A
Secondary Education and Transitional Services for
Handicapped Youth - Service Demonstration Projects

<u>OSERS</u> <u>File No.</u>	<u>OSERS</u> <u>File No.</u>
Devi Jameson 20 Employment Retention Program Richmond Unified School District 1108 Bissell Avenue Richmond, CA 94804 (415) 724-4657	Dr. Richard Dever 26 Project Director Center for Innovation in Teaching the Handicapped (CITH) 2805 East 10th St. Suite 150 Bloomington, IN 47405 (812) 335-0423
Dan Hulbert 21 Project Director Whittier Union High School District Career Assessment and Placement Center 9401 South Painter Avenue Whittier, CA 90605 (213) 698-8121, Ext. 307	Patricia Juhrs 27 Executive Director Community Services for Autistic Adults and Children, Inc. 751 Twinbrook Parkway Rockville, MD 20851 (301) 762-1650
Dr. Dennis Mithaug 22 University of Colorado School of Education P.O. Box 7150 Colorado Springs, CO 80933-7150 (303) 593-3114	Dr. Patricia Tompkins-McGill 28 Las Cumbres Learning Services, Inc. P.O. Box 740 Los Alamos, NM 87544 (505) 672-1791
Paul Bucci 23 Academy for Educational Development 1255 23rd Street, N.W., Suite 400 Washington, DC 20037 (202) 861-1234	Roberta Y. Housman 29 Human Resources Center I. U. Willets Road Albertson, NY 11507 (516) 747-5400, Ext. 1239
Bert L'Homme 23 City Lights, Inc. 7 New York Avenue, NE Washington, DC 20002 (202) 682-0818	Patricia M. Catapano 30 Project Director Young Adult Institute and Workshop 460 West 34th Street New York, NY 10001-2382 (212) 563-7474
Angela Traiforos 24 IAM-CARES 1300 Connecticut Ave., NW Washington, DC 20036 (202) 857-5173	Michael Kramer 30 Project Coordinator Young Adult Institute and Workshop 460 West 34th Street New York, NY 10001-2382 (212) 563-7474
Dr. Robert Stodden 25 Project Director University of Hawaii Department of Special Education 1776 University Avenue Honolulu, HI 96822 (808) 956-5009	Dr. Larry E. Rhodes 31 University of Oregon Specialized Training Program 135 Education Eugene, OR 97403 (503) 686-5311

OSERS
File No.

Dr. Paul Wehman College of Education Rehabilitation Research and Training Center VCU Box #2011 Richmond, VA 23284-00001 (804) 367-1851	32
Dr. Doris Helge Project Director Western Washington University Miller Hall 359 Bellingham, WA 98225 (206) 676-3576	33
John Emerson Washington Research Institute 180 Nickerson Street, Suite 103 Seattle, WA 98109 (206) 281-6796	34
Greg R. Weisenstein University of Washington 407 Miller Hall, DQ-12 Seattle, WA 98195 (206) 545-1807	35

84.158B
Secondary Education and Transitional Services for
Handicapped Youth: Cooperative Models for Planning
and Developing Transitional Services
(Expired)

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Gail O'Connor North Bay Regional Center 1710 Soscol Avenue, Suite 1 Napa, CA 94559-1387 (707) 252-0213	68	Dr. Mitylene Arnold University Affiliated Program University of Georgia 850 College Station Road Athens, GA 30610 (404) 542-1235	74
Joseph J. Pasanella Santa Barbara High School District 723 East Cota Street Santa Barbara, CA 93105 (805) 963-4331	69	Gary Gronberg North Dakota Department of Public Instruction for Special Education Capitol Building Bismark, ND 58505 (701) 224-2277	75
Joyce O'Reilly State Department of Education Division of Rehabilitation Services 600 Asylum Avenue Hartford, CT 06105 (203) 566-3317	70	Dr. Ruth Turner Dallas Independent School District Administrator of Special Education 12532 Neustra Dallas, TX 75230 (214) 490-8701	76
Barbara Bennett Division of Vocational Education 321 East 11th Street L-1 Building Wilmington, DE 19801 (302) 571-3916; 571-2850	71	William A. Quinones Dallas Independent School District 4528 Rusk Avenue Dallas, TX 75204 (214) 826-0250	76
Charles E. Bradford IAM-CARES 1300 Connecticut Avenue, NW Washington, DC 20036 (202) 857-5713	72	Ted Olson Clover Park School District #400 10020 Gravelly Lake Dr. SW Tacoma, WA 98499 (206) 756-8223	77
Dr. William Schipper Executive Director National Association of State Directors of Special Education 1800 Diagonal Road, Suite 320 King Street Station 1 Alexandria, VA 22314 (703) 519-3800 FAX: 703-519-3808	73	Josephine Guerrero-Mesta Department of Education Lower Basin Saipan, Commonwealth of the Northern Mariana Islands 96950 (670) 332-9956	78

84.158C
Secondary Educational and Transitional Services for
Handicapped Youth: Cooperative Models for Planning and
Developing Transitional Services
(Expired)

<u>OSERS</u> <u>File No.</u>		<u>OSERS</u> <u>File No.</u>	
Susan S. Behle	36	Patrick McGinn	42
Utah Department of Social Services		Independence School District	
DSH		14220 E. 35th Street	
150 W. North Temple, 2nd Floor		Independence, MO 64055	
Salt Lake City, UT 84109		(816) 833-3433; 833-4417	
(801) 533-7146			
Barbara Elliott	37	Susan Gurganus	43
Educational Service Unit #9		Division of Exceptional Children	
P.O. Box 2047		NC Department of Public Instruction	
Hastings, NE 68901		116 W. Edenton Street	
(402) 463-5611		Raleigh, NC 27603-1712	
		(919) 733-3004	
Terence W. Adams	38	Kathleen K. May	44
Genesis Learning Center		Children's Hospital	
477 McMurray Drive		2924 Brook Road	
Nashville, TN 37211		Richmond, VA 23220	
(615) 832-4222		(804) 321-7474	
Dr. Sue Ann Morrow	39	Mary Kelvin	45
Edge, Inc.		Virginia Department for the	
301 E. Missouri		Visually Handicapped	
Kirksville, MO 63501		397 Azalea Avenue	
(816) 665-9465		Richmond, VA 23227	
		(804) 264-3140	
Gerry Schwarzentraub	40	Lawrence Gloeckler	46
Stockton Unified School District		Assistant Commissioner	
701 N. Madison		New York State Education Department	
Stockton, CA 95202		Room 1073 EBA	
(209) 944-4872		Albany, NY 12234	
Dr. David Test	41	(518) 474-5548	
Department of Curriculum &		Debbie N. Hatcher	47
Instruction		Employment Opportunities, Inc.	
University of North Carolina-		3509 Haworth Dr., Suite 402	
Charlotte		Raleigh, NC 27609	
Charlotte, NC 28223		(919) 782-8346	
(704) 547-2531			
Dr. James Caccamo	42	Michael Norman	48
Independence School District		University of Kentucky	
14220 E. 35th Street		Human Development Institute	
Independence, MO 64055		Porter Building	
(816) 833-3433; 833-4417		Lexington, KY 40506-0205	
		(606) 257-1337	

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
Dorothy Crawford Research and Development Training Institute P.O. Box 15112 Phoenix, AZ 85060 (602) 254-0822	51	Margaretha Vreeburg Izzo Co-Project Director Center on Education and Training for Employment Ohio State University 1900 Kenny Road Columbus, OH 43210-1090 (614) 292-4353	132
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Bonita Pennino Project Coordinator Virginia Department of Education Division of Special Education P.O. Box 6-Q Richmond, VA 23216-2060 (804) 225-2880	131	Dr. Glen Hendren Project Director Mississippi State University Counselor Education P.O. Drawer GE Mississippi State, MS 39762 (601) 325-3426	136
Lawrence Dennis Co-Project Director Vocational Special Education Division of Vocational and Career Education Ohio Department of Education Room 901, 65 South Front Street Columbus, OH 43266-0308 (614) 466-5718	132	Sonja Burnham Project Coordinator Mississippi State University Counselor Education P.O. Drawer GE Mississippi State, MS 39762 (601) 325-3849	136

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
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Roger Ricketts Project Coordinator Department of Special Education Southern Illinois University Carbondale, IL 62901 (618) 453-2311	137	(See OSERS File No. 131)	183
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Richard F. Zachmeyer Project Director Kentucky Coalition for Career and Leisure Development 366 Waller Avenue, Suite 119 Lexington, KY 40504 (606) 278-4712	139	Pat Sample Project Coordinator Colorado State University Department of Occupational Therapy 303 Occupational Therapy Building Ft. Collins, CO 80523 (303) 491-5930	184
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	<u>OSERS File No.</u>		<u>OSERS File No.</u>
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B. J. Schenck Project Director School Board of Alachua County Division of Student Support 620 E. University Avenue Gainesville, FL 32601 (904) 336-3676	186	Thomas H. Flynn Project Coordinator University of Iowa Division of Developmental Disabilities 251 Hospital School Iowa City, IA 52242 (319) 353-6452	189
Vicente Perez Project Coordinator School Board of Alachua County Division of Student Support 620 E. University Avenue Gainesville, FL 32601 (904) 336-3676	186	J. Russell Doumas Project Director Advent Enterprises, Inc. 2116 Nelwood Columbia, MO 65202 (314) 474-8560	190
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Sharon Pond Project Director Idaho State Department of Education LBJ Building - 650 West State St. Boise, ID 83720 (208) 334-3940	188	Dr. Larry Rhodes Project Director University of Oregon Specialized Training Program 135 Education Building Eugene, OR 97403 (503) 244-6111, Ext. 4383	192

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84.158K
Demonstration Projects to Identify and Teach
Skills Necessary for Self-Determination

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
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84.158L
Models for Providing Secondary Mainstreamed Learning
Disabled and Other Mildly Handicapped Students
with Job Related Training

	<u>OSERS File No.</u>	<u>OSERS File No.</u>
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Pat Treeful Project Coordinator Tucson Unified School District P.O. Box 40400 1010 E. 10th Street Tucson, AZ 85717-0400 (602) 882-2421	171	Patricia M. Catapano Project Director Young Adult Institute, Inc. 460 West 34th Street, 11th Floor New York, NY 10001 (212) 563-7474 176
Dr. Robert Gaylord-Ross Project Director San Francisco State University Department of Special Education 1600 Holloway Avenue San Francisco, CA 94132 (415) 338-1300	172	Michael Kramer Project Coordinator Young Adult Institute, Inc. 460 West 34th Street, 11th Floor New York, NY 10001 (212) 563-7474 176
Dr. Shep Siegel Project Coordinator San Francisco State University Department of Special Education 1600 Holloway Avenue San Francisco, CA 94132 (415) 338-7851	172	Dr. Irwin Rosenthal Project Director Counselor Education Department New York University Room 400, East Building 239 Greene Street New York, NY 10003 (212) 998-5554 177
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Lloyd M. Brown Program Manager Specialized Educational Programs Chicago city Wide College 6th Floor 226 West Jackson Chicago, IL 60606-6997 (312) 641-2595	174	Dr. Greg Weisenstein Project Director University of Washington 407 Miller Hall DQ-12 Seattle, WA 98195 (206) 545-1807 178

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84.158N
Secondary Education and Transitional Services:
Training and Employment Models for
Youth with Severe Handicaps

<u>OSERS</u> <u>File No.</u>	<u>OSERS</u> <u>File No.</u>
<p>Betsy Bounds 193 Co-Project Director Tucson Unified School District Special Education Department 1010 East 10th Street P.O. Box 40400 Tucson, AZ 85717-0400 (602) 882-2400; 882-2421 (summer)</p>	<p>Brenda Harvey 195 Project Coordinator Maine Medical Center Department of Rehabilitation Medicine 22 Bramhall Street Portland, ME 04102 (207) 871-2463</p>
<p>Dan Perino 193 Co-Project Director Tucson Unified School District Special Education Department 1010 East 10th Street P.O. Box 40400 Tucson, AZ 85717-0400 (602) 721-6320; 882-2421 (summer)</p>	<p>Brennan Mahoney 196 Project Director Transition Specialist Albuquerque Public Schools 725 University Boulevard, SE P.O. Box 25704 Albuquerque, NM 87125 (505) 842-3741</p>
<p>Dr. Susan Hasazi 194 Project Director Department of Special Education University of Vermont Waterman Building, Room 405 Burlington, VT 05405 (802) 656-2936</p>	<p>Paul Alberto 197 Project Director Project SETS College of Education Department of Special Education Georgia State University University Plaza Atlanta, GA 30303 (404) 651-2310</p>
<p>William Sugarman 194 Project Coordinator Department of Special Education University of Vermont Waterman Building, Room 405 Burlington, VT 05405 (802) 656-2936</p>	<p>Nancy Elliott 197 Project Coordinator Project SETS College of Education Department of Special Education Georgia State University University Plaza Atlanta, GA 30303 (404) 651-2310</p>
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	<u>OSERS File No.</u>		<u>OSERS File No.</u>
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Dr. John McDonnell Project Director 217 MBH Department of Special Education University of Utah Salt Lake City, UT 84112 (801) 581-6158	202	Dr. Robert Flexer Project Director Kent State University 310 White Hall Kent, OH 44242 (216) 672-2662	236
Brad Ferguson Project Coordinator 229 MBH Department of Special Education University of Utah Salt Lake City, UT 84112 (801) 581-3330	202	Tom Simmons Project Coordinator Kent State University 310 White Hall Kent, OH 44242 (216) 672-2662	236

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
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	<u>OSERS</u> <u>File No.</u>		<u>OSERS</u> <u>File No.</u>
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84.158R
Secondary Education and Transitional Services for
Handicapped Youth: Follow-up/Follow-along Projects

<u>OSERS</u> <u>File No.</u>	<u>OSERS</u> <u>File No.</u>
Dr. Elinor Elfner 203 Project Director Florida Department of Education Bureau of Education for Exceptional Students 654 FEC Tallahassee, FL 32399-0400 (904) 488-2137	Dr. Robert A. Stodden 206 Project Director University of Hawaii Department of Special Education West Hall 210 1776 University Avenue Honolulu, HI 96822 (808) 956-5009
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	<u>OSERS File No.</u>		<u>OSERS File No.</u>
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**84.158S
Family Networking**

	<u>OSERS File No.</u>		<u>OSERS File No.</u>
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Dr. David Katz CASE Institute for Research and Development in Occupational Education 33 West 42nd Street, 62NC New York, NY 10036 (212) 642-2943	258		

***NOTE:** It may be difficult to obtain copies of project materials from expired projects. Project information is given as it was received from the projects. This listing may contain some inconsistencies.

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